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ABSTRACT

Policies and practices were identified that have led to the success of exemplary programs in adult vocational education in Ohio. Data were collected from adult vocational education personnel, students, and employers located in five exemplary planning districts. All districts had a full-time supervisor for adult programs, employed full- and part-time adult vocational education instructors, developed a separate budget, used craft advisory committees, conducted informal and formal evaluation of vocational education programs, and cooperated with local business, government, and community agencies. Less than one-half of all adult instructors held a bachelor's degree. Two-thirds used competency-based educational curricula. The most common teaching method was supervising individuals working on projects or at cooperative training stations. Instructors were involved in job placement and student recruitment. Adult students attended vocational/technical classes to improve job skills and to prepare for a career or job change. About two-thirds were enrolled full-time. About two-thirds received employer or other support for tuition costs. Over one-half of the employers reimbursed employees and provided work release. Use of employer facilities as a classroom or laboratory was indicated as the most frequent cooperative activity. (Appendixes include survey instruments and data tables.) (YLB)

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Exemplary Program Policies and Practices for Adult Vocational Education

Sponsored by

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SITUATION

An urgent need exists on a nationwide basis to inquire into adult vocational education. Due to advances in technology, high levels of unemployment, expansion of homemakers into the workforce, et cetera, adult vocational education is a rapidly growing field. With a decline in the birth rate and extended life expectancies, adult vocational education must be viewed as a means of utilizing present public school facilities in the interests of public good. Ohio alone has invested almost six hundred million dollars in vocational education facilities which can offer an abundance of opportunities for training adults.

The purpose of the study was to describe the policies and procedures that have been conducted by exemplary adult vocational education programs in Ohio. Recommendations were formulated to assist in the development and expansion of more effective adult vocational education programs. The purpose was realized through the accomplishment of objectives which provided description of, exploration of and recommendations for:

1. School-wide aspects
   - A. Philosophy-purposes
   - B. Programs offered and extent of participation
   - C. Administration of Adult Programs
     1. personnel involved
     2. major policies followed
     3. counseling
     4. community relations
     5. operations and functions of advisory committees

2. Specific Programs

A. Purposes

B. Students served: demographics, recruitment, and selection

C. Curriculum: process and scope

D. Instructors: demographics

E. Facilities

F. Teaching Methods

G. Outcomes

1. completion records of students
2. competencies developed
3. attendance
4. job placement
5. appraisal of program

3. Consolidation of the descriptions of innovative practices in adult vocational education through a review of literature.

Five exemplary vocational education planning districts in Ohio were selected by an advisory council that included representatives from the Joint Vocational School Superintendents, Ohio Advisory Council for Vocational Education, State Supervisory Staff in Adult Education from the Division of Vocational Education, and a teacher representative of the Adult Education Division of the Ohio Vocational Association. Criteria for the selection of the exemplary adult vocational education planning districts included:

1. sufficient evidence of the exemplary nature of the program existing through the involvement of business and industry, high percentage of adults served, high placement for exploratory and new entry programs, and high level of success with skill development for enhancing employment opportunities.

2. representation of urban and rural enrollers occurring such that large normal metropolitan, middle-sized urban, and rural districts are represented, and geographical distributions are considered.

3. representation of programs fulfilling a variety of employment purposes such that preparatory, supplemental, apprenticeship and special service programs to meet the needs of the unemployed, underemployed, displaced homemakers, pre-retirement, dissatisfied, exploratory and supplemental enrollers are represented. The supplemental needs group is defined as students wishing to increase their knowledge and skills to advance within their job or add income through efficient production.

Within each selected district, data were gathered from the chief school administrator, director of adult education programs, adult student guidance counselors, adult student instructors, a random selection of students stratified by type of program, and a random selection of employers stratified by type of program. Qualitative and quantitative data were collected through validated, field tested questionnaires and personal interview schedules. Analysis of the data was descriptive in nature and presented as a case by case summary of the current status of each exemplary program. A final synopsis of disparities and commonalities between and among each exemplary program was also given. In addition, consolidation of the descriptions of innovative practices in adult vocational education was achieved through a review of current literature.

The emphasis of this report was to identify policies and practices which have led to the success of exemplary programs in adult vocational education. The study should provide a basis for more effective development and implementation of adult vocational education in other programs and districts.

CURRENT STATUS OVERVIEW OF

ADULT VOCATIONAL EDUCATION IN OHIO

Ohio's statewide plan for vocational education consists of thirteen objectives, two of which relate to adult vocational education. The first of these objectives states that training programs will be provided to adults on a full-time basis, while the second objective involves providing training programs to adults on an hourly basis. Adults who can benefit from these training programs are defined as individuals who are at least sixteen years old and not regularly attending high school classes.

The philosophy of the Adult Vocational Education Division of the Ohio Department of Education reflects a mandate by the state legislature stating that adult vocational education should be involved in the training, retraining, and upgrading of seven percent of the total working population.

The philosophy of the division is further expressed through the following beliefs:

1. The local adult clientele, as well as business and industry, are providing much of the tax base to support vocational education. Therefore, adult programs, which will benefit business, industry, and the local adult clientele, should be provided in each planning district.
2. There should be an adult director, or assigned member of the vocational staff, involved on a full-time (100 percent) basis in organizing, administering, and promoting adult

vocational education programs.

3. An assigned member of the vocational staff should work with business and industry in terms of generating adult programs. This individual should have a regular, planned pattern for contacting employees and/or employers and assisting them in the identification of their training needs.
4. The adult director or an assigned member of the vocational staff should become acquainted with a policy-making person in each company, business, or industry association in the planning district. In addition, this person should become a part of the business and industry development effort of a planning district and coordinate the planning of vocational education services needed by new and/or expanding industries in the area.
5. The adult vocational education program should provide a resource to assist business and industry in research and development efforts. Programs should be developed such that business, industry, and labor organizations will look upon public adult vocational education as the agency which provides for their training needs.
6. Vocational Education Planning Districts should provide leadership training programs for business and industry management personnel.
7. Instructional materials produced by individual industries should be used in appropriate programs involving personnel from such industries.

8. A commitment should be obtained from business and industry to move toward performance based criteria for employing and advancing trainees.

9. Advisory committees for adult vocational education programs must be established and maintained in order to receive state funding. These committees should be actively involved in identifying local training needs, developing curriculum, and providing input into functioning programs.

10. Each planning district should conduct employee training programs which provide business and industry with an advantage in terms of local, state, national, and international competition.

11. Adult vocational education programs should vary in length and be implemented at any time a need is established.

12. Each planning district should have a systematic approach to planning, evaluating, and upgrading the adult vocational education curriculum.

13. Guidance and testing services should be made available to those interested in, as well as those currently enrolled in, adult vocational programs.

14. Adult vocational education programs should be cost effective and/or cost beneficial to the individual student and to society as a whole.

Ohio invested 44,616,000 dollars in post-secondary (two-year, degree programs) and adult vocational education (non-degree programs) in the 1980 fiscal year. The total number of dollars spent was

derived from federal ($5,902,000), state ($6,027,000), and local ($32,687,000) funding sources.

Ohio adult vocational education programs reported an overall increase in total enrollments for the fiscal year 1980. An additional 41,625 adult students enrolled in non-degree long-term (full-time), short-term (hourly), and apprenticeship programs in 1980 as compared to 1979 figures. The following chart presents a breakdown of the total 1980 non-degree adult vocational education student enrollment figures by service area and type of enrollment.

1980 Non-Degree Adult Vocational Education
Student Enrollment

Service Area	Type of Enrollment			
	Long Term (full-time)	Short Term (hourly)	Apprenticeship	Totals
Agricultural Ed.	2,974	16,571	0	19,545
Distributive Ed.	10,549	56,258	0	66,807
Home Economics Ed.	1,955	5,549	0	7,504
Business & Office Ed.	2,811	23,958	0	26,769
Trade & Industrial Ed.	12,312	91,304	12,658	116,274
Special Needs	12	652	0	664
State Totals	30,613	194,292	12,658	237,563

Labor market demands must be studied on an annual basis in order to provide a solid base for adult vocational education planning. This is accomplished through local educational area plans (LEAP), which must be submitted by each planning district to the Ohio Department of Education. These plans are then incorporated to form the state plan for adult vocational education. Local educational area plans should include projections of adult vocational services needed to serve no less than seven percent of the adult working population. Information included must be based upon responsible labor market information.

After adult vocational education services have been implemented by the planning district, they must be evaluated. The Adult Vocational Education Division of the Ohio Department of Education utilizes the PRIDE document when evaluating adult programs. Major components of the program, which are reviewed, include:

1. administration and organization of the total adult program
2. program development and operation
3. instructional aspects of the program including preservice and inservice training, teaching techniques, instructional activities, et cetera
4. the adult learner in terms of recruiting materials and techniques, vocational counseling, services coordinated with other community, social service, and welfare agencies, sex equity, et cetera, and
5. assessment of students leaving and/or completing the program.

Annual follow-up reports are required for every person leaving a full-time adult program. The 1980 Ohio adult student follow-up report (1979 class) disclosed a 97.45 percent long-term (full-time) adult student placement rate, of which 90.87 percent of the students were placed in a related field and 6.58 percent were placed in a non-related field. If follow-up reports disclose less than a 50 percent placement rate, the vocational program would be reevaluated through the advisory committee to ascertain the need for that particular type of training.

In recognition of the fact that adult vocational education must provide more support if business and industry are to remain in the planning districts, local consortia were initiated by the Vocational Education Division of the Ohio Department of Education in 23 regions throughout the state. Directors were hired for each consortium to serve as a liaison for business and industry.

The local consortia seek to determine training needs of business and industry, inform vocational training centers of those needs, and improve communication and cooperation between vocational training centers and business and industry. Consortia efforts strive toward the banding together of local vocational training centers to eliminate competitiveness and the redundancy of programs between educational agencies.

With the tremendous increase in foreign competition and financial losses due to decreased production levels, tax dollars available for public education are being depleted. Adult vocational

education must be flexible enough to successfully adapt to the changing environments in both industry and education.

Future trends for adult vocational education have wide implications, many of which relate to energy. An instructional hour on the average cost the adult learner approximately one dollar in 1980. Examining the price of gasoline and the distance adults must travel to training facilities, many adult learners are recognizing the fact that travel expenses to and from class cost as much as the actual instruction they receive. Therefore, adult vocational education administrators must realize that adult classes will have to be conducted closer to the homes of adult learners.

Business and industry are also experiencing financial concerns, which are energy related. New energy innovations (e.g., solar, wind, geothermal) are being implemented by business and industry, thus affecting the types of jobs available within those businesses and industries. Vocational education planning districts must work together with business, industry, and vocational education consortia directors to identify future trends and innovations. Adult vocational education personnel must be alert to new and/or emerging occupations and their training demands. The types of occupations will change, and adult vocational education must reflect technological advances. What is now a popular occupation may become obsolete, and a skill which is now obsolete may become extremely popular. Patterns such as these have occurred in the past. Adult vocational education needs to identify and respond to these patterns so that adult learners

can obtain needed skills for future employment.

Adult vocational education must not only recognize the skill training demands of business and industry, but it must also be acutely aware of the decline in production caused in part by attitudinal problems. Therefore, training programs must constantly be involved in the development of proper work habits, values, and attitudes; in addition to providing skill training. The resulting increase in production would provide more tax dollars to invest back into adult vocational education.

In addition to being involved with work values and attitudes, adult vocational education needs to be involved with time management training. In business and industry, as well as in the administrative structure of adult vocational education, more workers are required to take on extra tasks. Financial budgets do not always allow for the hiring of additional workers. Therefore, individuals should be trained in time management skills to help them cope with the demands placed upon them.

Adult clientele numbers are increasing. Training programs are serving a wider age bracket than originally expected. A new potential exists for serving senior citizens. Individuals of retirement age, who at one time enrolled in avocational courses, are now seeking out vocational training programs, which will provide the skills needed to supplement their incomes.

The elimination of sexual sterotypes is another thrust of adult vocational training programs. In the future a greater number of

females will be working in the traditionally male occupations, and the same will hold true for males employed in traditionally female occupations. Adult vocational education must continue to adapt to the changing roles of male and female workers.

Adult vocational education must continue to serve the total adult population by providing full-time and part-time training programs, which are both preparatory and supplemental in nature. Cooperation with business and industry is essential in the identification of needs, development of training programs, and improvement of adult vocational education as a whole. In addition, adult vocational education must continually be aware of innovative practices and be able to successfully react to emerging trends and changing areas of emphasis that lie in the future of vocational education.

INQUIRY

A Case Study Review of Five Exemplary

Adult Vocational Education Programs in Ohio

ADULT VOCATIONAL EDUCATION PROGRAMS

OF

PLANNING DISTRICT A

I. BACKGROUND INFORMATION

Planning District A was from a rural area in Ohio. The district's philosophy of vocational education includes:

1. extending vocational education to all youth and adults in the planning district.
2. a belief in the individual differences in each person, and a need to develop each person's unique talents, and
3. a need to prepare each student, youth, and adult to become a participating citizen in the community, an effective family member, and a craftsperson in attitude and skill.

District A serves approximately 487 full-time adult students (283 female, 204 male) and 1,514 part-time adult students (592 female, 922 male). Students must be at least sixteen years old and not enrolled in a secondary school program in order to enroll in an adult vocational education program. However, if students are functioning and doing well in a high school program, they will be allowed to enroll in an adult program with permission from parents, the local school principal, and the school counselor.

The following chart depicts the breakdown of part-time and full-time students according to the service area in which they are enrolled:

Service Area	No. of Part-time Students	No. of Full-time Students
Agricultural Education	65	264
Distributive Education	557	60
Health Occupations Education	138	72
Business and Office Education	224	61
Trade and Industrial Education	518	30
Home Economics Education	12	0
Totals	1,514	487

Ten full-time and fifty-eight part-time instructors teach adult vocational education courses. Most full-time programs, with the exception of practical nursing, are structured so students can enroll at anytime throughout the school year. Business Office Education, Farm Business Planning and Analysis, and Small Business Management programs operate during daytime and evening hours. All short-term courses are offered in the evening. The practical nursing program, is the only program operating in the school facility during the day. Facilities to operate other programs are not available during the day.

II. ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE

One full-time adult vocational education supervisor has total responsibility for the adult vocational education program in Planning District A. The adult vocational instructors report directly to the adult vocational education supervisor, and the supervisor reports directly to the director of the school. The adult vocational education supervisor is given certain parameters within which to work, has a separate budget, and is allowed to develop, expand, and advance

vocational education programs in any manner he/she deems appropriate within the given parameters.

Importance is given to hiring an adult vocational education supervisor who has to be held back rather than pushed. If the district feels it necessary to double adult enrollments or course offerings, the adult vocational education supervisor should be willing to pursue and able to achieve that goal. The present adult vocational education supervisor has been willing and able to accomplish a variety of goals for adult vocational education in the planning district.

III. DUTIES AND ACTIVITIES OF THE DIRECTOR/SUPERVISOR OF ADULT VOCATIONAL EDUCATION PROGRAMS

The adult vocational education supervisor has total responsibility not only for adult vocational education, but also for adult basic education programs in Planning District A. Some activities of the adult vocational education supervisor include:

1. determining adult vocational education curriculum
2. advertising and promoting the curriculum
3. taking enrollments and collecting fees
4. preparing and monitoring the budget
5. scheduling and supervising all classes and activities in the building after 4:00 p.m. and on weekends
6. assisting in the hiring of instructors
7. preparing and submitting reports to the state department of vocational education
8. supervising adult vocational education teachers, and
9. working with local CETA (Comprehensive Employment Training Act), VEPD (Vocational Education Planning District), and

BIE (Business Industry Education) consortia.

In addition, the adult vocational education supervisor identifies the changing needs of the adult program and is responsible for revising adult programs as needed.

IV. BUDGET DEVELOPMENT AND ADMINISTRATION

The total annual expenditure for salaries, supplies, and materials to operate the adult vocational education program is $375,000. The adult vocational education program and the daytime secondary school program operate on completely separate budgets.

The budget is developed and submitted to the board of education for approval by the adult vocational education supervisor. The board of education asks questions, improves the budget if necessary, and after approval turns it over to the adult vocational education supervisor for administration.

Although adult vocational education makes use of a separate fund for expenditures, the board of education supports the program financially. A profit has never been made, since the costs of conducting programs have increased too rapidly to produce profits. The board of education has been supportive by taking care of the small deficit each year. However, if the deficit increases too rapidly, tuition fees are increased.

The budget is coordinated by the adult vocational education supervisor, who works closely with the treasurer. Requests for equipment, supplies, et cetera, are usually initiated by the instructor. Any expenditure must be approved by the adult vocational

education supervisor, school director, superintendent, and treasurer.

Tuition fees are usually paid directly to the supervisor or his/her secretary, rather than to the instructors. Fee collection must follow auditing procedures, so the adult vocational education supervisor makes sure that double receipts are written.

V. ADULT VOCATIONAL EDUCATION PERSONNEL

A. Hiring - When hiring instructors for hourly adult programs, the adult vocational education supervisor interviews all candidates and narrows the field down to three or four. The director of the school interviews those three or four candidates, and the supervisor and director recommend one person to the superintendent. The superintendent then makes the recommendation to the board of education. If the board of education approves the candidate, he/she will be hired. Ninety percent of the time the person hired is the person who the adult vocational education supervisor recommended. The adult vocational education supervisor assures that the instructors hired are properly certified.

The first choice when hiring instructors for hourly adult programs is the instructor of the parallel secondary program. Hiring the secondary instructors for hourly adult programs prevents conflicts and enables supplies, materials, et cetera, to be controlled more easily. After considering secondary instructors, the adult vocational education supervisor turns to the community to locate potential adult instructors.

The process for hiring full-time instructors is the same as for hourly adult program instructors. However, the interview process

includes the director of the school and the superintendent, in addition to the adult vocational education supervisor. Other instructors may also be involved with the interviewing process.

B. Salaries - Adult vocational education instructors are basically on the same salary schedule rate as the high school instructors. The adult vocational education supervisor works with the superintendent and the director of the school in recommending the salary rates of adult instructors. Full-time instructors are on a twelve-month contract and usually work during the day. Part-time instructors usually work in the evenings, and wages are based on an hourly rate with step increases determined by the number of hours they have taught and the number of years they have been with the system.

VI. PROMOTIONAL/RECRUITMENT ACTIVITIES

Thirty-four to thirty-six thousand adult vocational education promotional brochures are bulk-mailed each fall to all residents of the planning district. According to a survey instrument developed by the district and completed by each adult vocational education student, the brochure mailing seems to be the single most effective promotional recruitment activity. A clip-out coupon included in the brochure results in many responses from prospective adult students.

At the beginning of each calendar year an advertisement is placed in the announcements column of the local newspaper for four weeks. A brochure is then sent to interested individuals who respond to the advertisement by mail or phone.

Many full-time instructors recruit students by going directly to community members and explaining what their programs have to offer.

Two examples of this are seen in the Farm Business Planning and Analysis course and the Small Business Management Course. In addition, staff members have made programs known and kept the school in the public eye by becoming involved with community organizations and agencies.

Word-of-mouth has also been an extremely effective promotion of adult vocational education programs. The school has had an excellent reputation over the past ten years, and adult education programs have always been conducted.

VII. COORDINATION EFFORTS WITH OTHER NATIONAL, STATE, AND LOCAL PROGRAMS INVOLVED IN EMPLOYMENT TRAINING

A. Comprehensive Employment Training Act (CETA) - Planning District A works extensively with CETA officials in planning and conducting CETA training programs. The adult supervisor of vocational education administers the operation of the local CETA intake unit. Four full-time staff members work with the CETA intake unit, which is completely supported by CETA funding. The adult vocational education supervisor chaired the CETA consortium advisory council for one year and was vice-chairperson prior to that time. The adult vocational education supervisor presently serves as a member of the CETA advisory council and the education training committee.

B. Vocational Education Planning District (VEPD) Consortium - The adult vocational education supervisor works directly with the VEPD consortium as a member of their council.

C. Technical Schools and Colleges - The state department of education has a written policy concerning procedures for articulation

between high school and college programs. However, success greatly depends upon the personalities of the personnel involved at the local level. Although Planning District A does not have a written agreement with local college programs and technical schools, a working agreement to coordinate efforts does exist.

D. Community - At one time the adult vocational education supervisor belonged to a local health, education and welfare association, which resulted in contacts with every social service agency in the county on a monthly basis. The planning district coordinates efforts with Work Incentive (WIN) through the Welfare Service and the Bureau of Vocational Rehabilitation. Training programs have also been developed for local businesses. The attitude of the district is that there is no agency or organization in the county that cannot be accomodated in the development and expansion of adult vocational education programs.

VIII. BUSINESS, INDUSTRY, LABOR, AND ADULT VOCATIONAL EDUCATION COOPERATIVE EFFORTS

A limited number of training programs are presently being conducted specifically for employees of certain companies and businesses. A need is seen by the adult vocational education supervisor to develop more of these kinds of training programs. However, time and manpower are limiting factors. Therefore, the most successful cooperative effort is when the school is offering a program that employers:

1. see as meeting the training needs of their employees,
2. enroll their employees in, and/or
3. pay tuition fees or reimburse employees upon completion of the program.

IX. THE INVOLVEMENT OF ADVISORY GROUPS

Planning District A has one general advisory committee and one craft advisory committee for each full-time program. The advisory committees have been very supportive in the development and update of the program.

X. PROGRAM EVALUATIONS

Students evaluate each short-term program in terms of the kind and quality of instruction, materials used, equipment and facilities, personal assistance received, manner in which questions were answered and handled, and how they heard about the program.

XI. COUNSELING AND ASSESSMENT

There are no counselors specifically assigned to adults, because there are not enough adults to justify them. There is a provision for guidance and counseling of adults, but because counselors are only available during the regular high school day, they are not easily accessible to adult students. Therefore, the adult vocational education supervisor is involved with counseling adult students.

The Bureau of Vocational Rehabilitation conducts its own assessment of students, as does CETA, which has two full-time counselors working with the intake unit.

XII. ACTIVITIES TO EXPAND AND DEVELOP ADULT VOCATIONAL EDUCATION PROGRAMS

Three major activities identified by the superintendent as helping to improve adult vocational education programs have been:

1. hiring an adult vocational education supervisor who is motivated and wants the program to move

2. having good programs and making the community aware of those programs, and

3. having the monetary funds to support the program.

According to the adult vocational education supervisor, three major activities which have helped develop adult vocational education programs have been:

1. having a superintendent and board of education that are extremely supportive of adult vocational education programs and realize adults will vote for the school if they receive programs and benefits from these programs

2. finding good instructors who can operate a program with the least amount of structure, and

3. having a board that will absorb the financial deficit adult education will operate with for the first year or so.

Adult vocational education in Planning District A presently serves approximately 2,000 adults from a population base of 95,000. However, 3,500 adults should be served, according to identified state needs. Therefore, the adult vocational education supervisor feels that twice as many students are needed from the population base to operate a number of full-time programs in skill-trade areas such as machine tool operation, welding, industrial maintenance, electricity, and electronics. The adult vocational education supervisor also believes that several short-term programs should be operated on a full-time basis. In addition, courses should be upgraded to allow adults the flexibility to "slot-in" and "slot-out" of programs in order to meet adult time schedules and needs.

If changes could be made, the superintendent would like to have

one adult director for each school in the county, including the technical school, so programs would not be duplicated in the same county.

The superintendent feels that the bottom line in having an excellent adult vocational education program is by having personnel who do a good job. The superintendent believes schools need to keep moving rather than staying static, and the personnel involved must be highly motivated in order for adult vocational education to advance and progress.

ADULT VOCATIONAL EDUCATION PROGRAMS

OF

PLANNING DISTRICT B

I. BACKGROUND INFORMATION

Planning District B was from a suburban area in Ohio. The district's philosophy of adult education is to direct and guide adult students toward their maximum potential within society. The purposes of adult vocational education within Planning District B are to:

1. prepare adults to qualify for employment and/or acquire skills necessary for advancement
2. equip adult students with the desire and ability to comprehend and adapt to technological changes in their specialty
3. enable adult students to maintain job skills after graduation, and
4. develop functional and responsive programs that meet career education needs.

While carrying out the above philosophy and purposes, adult vocational education in Planning District B strives to make periodic entry date options available to meet adults' time schedules and maintain as much individualization as possible.

Planning District B serves approximately 1,192 full-time (35% male, 65% female) and 1,813 part-time (65% male, 35% female) adult students. Students must be at least sixteen years old and not enrolled in a secondary program in order to enroll in an adult vocational education program. Secondary school students may enroll in an adult vocational education program only if they obtain written permission from their secondary school principal.

Eighteen full-time and 110 part-time instructors teach adult vocational courses in the following service areas:

1. Agricultural Education
2. Business and Office Education
3. Distributive Education
4. Home Economics Education, and
5. Trade and Industrial Education

Students can work part-time or full-time toward occupational competence for employment. Of the part-time students fifty percent are enrolled in the trade and industrial education service area. Thirty-five percent are enrolled in business and office education, and the remaining fifteen percent are enrolled in agriculture, distributive education, and home economics education. Sixty-five percent of the full-time students are enrolled in trade and industrial education courses. The remaining full-time students (thirty-five percent) are equally distributed throughout the other service areas.

Adult vocational education programs operate from 8 a.m. to 10 p.m., with some adult staff members working daytime hours and others working evening hours. Planning District B has all the adult vocational education enrollment it can handle with the present facilities.

II. ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE

Planning District B places a great deal of emphasis upon adult vocational education being an enterprise totally separated from the secondary school program. Adult vocational education is not viewed

as an auxillary program conducted by high school faculty and staff. Therefore, a separate staff exists for adult vocational education programs that includes administrators, teachers, counselors, and clerical workers. The treasurer, business manager, and superintendent work with both secondary and adult programs. In addition, responsibilities of the placement coordinator are equally delineated between the secondary and adult vocational programs.

The board of education's philosophical policy states that there shall be a program of adult education provided for the adults and employers located in the geographical area. To enforce this policy, administrative regulations have been established governing mechanical guidelines, such as who is charged rent, how much rent is charged, et cetera. The administrative regulations do not spell out separation of adult and secondary programs except in the job description section, which lists the various job positions and the respective responsibilities. However, the organizational chart clearly delineates the separation of adult and high school programming. Although the programs are operated independently, Planning District B feels it is important that all staff members are aware of the importance of the adult education program and the positive effect it has on the operation of the school.

III. DUTIES AND ACTIVITIES OF THE DIRECTOR/SUPERVISOR OF ADULT VOCATIONAL EDUCATION PROGRAMS

One full-time adult vocational education director has total responsibility for the functioning of adult basic and vocational education programs in Planning District B. The adult vocational education

director ensures that adult vocational education is responsive to the public, fulfills the philosophy of the board of education, and serves the needs of the adults within the participating school districts and geographic areas. A full-time assistant to the adult director coordinates activities such as publicity, scheduling, workshops, and building supervision.

IV. BUDGET DEVELOPMENT AND ADMINISTRATION

The total annual expenditure to operate adult vocational education programs is $700,000. A stated goal for the adult vocational education program is to operate the total adult program on a fiscally sound, self-sustaining basis. Planning District B has never voted millage for adult education, which is over a one million dollar business. Costs must be recovered in order to operate such a large program, and with income from training contracts, tuition fees, and state and federal subsidies, adult vocational education in Planning District B has been self-supporting. Although financial deficits have occurred in the past, out-of-pocket costs, such as maintenance, custodial, and clerical work have been recovered. In addition to paying salaries of adult instructors, adult education also finances forty percent of the superintendent's salary, twenty percent of the treasurer's salary, and fifteen percent of the business manager's salary. Adult education also provides ten percent of the custodial, twenty percent of the maintenance, twenty percent of the water/sewer, and twenty percent of the electrical costs.

When developing the adult vocational education budget, Planning

District B follows participatory management to allow individual teachers to provide budgetary information. This information is passed on to the teacher's immediate supervisor and then to the director of adult vocational education. The director of adult vocational education presents this information to a cabinet session at the same time the secondary budget information is presented. Cabinet members include the treasurer, business manager, director of adult vocational education, and the director of secondary vocational education. The cabinet meets twice per month to combine the secondary and adult budget into one institutional document to be presented to the board. The superintendent meets privately with each cabinet officer during the interim weeks. For the most part, this is where final decisions are made prior to formulating a recommendation for the board of education.

Once the budget is approved by the board of education, it is coordinated by the adult vocational education director. Individual teachers initiate requisitions (later used as purchase orders) for equipment, supplies, et cetera. Before purchasing requested materials the purchase order must be:

1. approved by the instructor's immediate program supervisor and the director of adult education
2. given to the business manager to establish a vendor with the best possible price
3. sent to the treasurer for verification of sufficient funds to cover the purchase, and
4. approved by the superintendent.

Once the above process has been completed, the business manager places the order.

V. ADULT VOCATIONAL EDUCATION PERSONNEL

A. Hiring - Planning District B holds the philosophy that personnel who have worked all day should not have to be responsible for conducting evening adult programs. Initial screening of applicants for adult teaching positions is done by the person who will be the immediate supervisor of the individual hired. The immediate supervisor narrows the field down to three or four candidates. Other adult instructors have lunch with these candidates and provide their input into the selection process. The adult vocational education director interviews each candidate and recommends one individual to interview with the superintendent. The superintendent makes the final decision whether to offer the individual a contract or bring in another candidate.

B. Salaries - Salaries of adult personnel are based upon a salary schedule adopted by the board of education. The salary schedule can be converted to an hourly wage for part-time instructors and assists in identifying instructors' needs for supplemental contracts for extended service.

VI. PROMOTIONAL/RECRUITMENT ACTIVITIES

Planning District B has a pattern of contact the adult vocational counselor follows each year when visiting participating schools to describe adult vocational education programs conducted in the district. The district purchases advertising, which is specific, registration-oriented and directed at getting information to the public at a given time. Other promotional activities include direct mailings, brochures,

fliers, newspaper articles, and radio spots. Conducting individual, successful training programs and word-of-mouth about these programs have been the most effective promotion of adult vocational education.

VII. COORDINATION EFFORTS WITH OTHER NATIONAL, STATE, AND LOCAL PROGRAMS INVOLVED IN EMPLOYMENT TRAINING

A. Comprenhensive Employment Training Act (CETA) - Planning District B has approximately one-half dozen instructors teaching strictly CETA trainees on a "slot-in" and "slot-out" basis. Two full-time counselors are paid through CETA contracts. CETA tuition fees provide approximately $370,000 for training programs.

B. Vocational Education Planning District (VEPD) Consortium - With scarce resources and fewer dollars it is important to not have redundancy of adult education services to a community. Planning District B is supportive of the consortium's efforts toward increased cooperation and coordination between vocational training agencies.

C. Technical Schools and Colleges - In some cases excellent lines of coordination and cooperation have been developed. A few of the adult vocational education programs in Planning District B offer adult students advanced standing at the local two year technical college.

D. Community - Planning District B coordinates efforts with other agencies such as the Welfare Department, Ohio Bureau of Employment Services, Veteran's Administration, and Bureau of Vocational Rehabilitation.

VIII. BUSINESS, INDUSTRY, LABOR AND ADULT VOCATIONAL EDUCATION COOPERATIVE EFFORTS

Planning District B views adult education as an outreach program. The district has been extremely active in contacting employers and other agencies which will provide tuition costs for students. Traditionally business and industry have not taken advantage of the facilities within the community. The district has taken the offense in explaining to employers training opportunities available for their employees. After employers realize the potential adult vocational education has for providing new employees and/or training programs to upgrade those presently employed, the district receives many contacts from business and industry.

An industry day has been held in the past to help broaden employees knowledge of available facilities. Management teams were given a tour of the school after daytime hours, told about the possibility of adult training programs, and shown areas of the building pertinent to their industry.

The district also met with a group of local businesses and industries to identify training needs. The idea of signing an industry as a client, identifying employment training needs, how the industry could be more successful in the community, and how the industry could make better use of its available resources led to state unit funding under trade and industrial education. This new program, known as the Industrial Training Program, serves as a counterpart to the Farm Business Planning and Analysis and Small Business Planning and Analysis Programs.

A full-time coordinator (teacher) visits businesses and industries twice per month at a current fee of six hundred dollars to determine needs, develop programs to cover those needs, or slot employees in preexisting training programs. Industrial training program participants may also utilize the planning district's assessment center by testing employees as a basis for promotion. Many side contracts and/or short-term courses are generated through the industrial training program.

A wide variety of diversified industries have utilized the district's facilities for preservice, inservice, and apprenticeship training programs. One unique training program was developed for a specific industry advertising in the local newspaper for machinists that could be trained locally. The adult vocational education director met with the industry's personnel, and later submitted a proposal to them based upon their needs.

The program involved advertising for machinists and required all those interested to report to the school for more information. Each individual would be charged a twenty-five dollar assessment fee, tested at the assessment center, and either referred to machinists training or to another area more suited to their individual needs. From those individuals referred to machinists training, the industry selected individuals to participate in a one hundred fifty hour training program.

The industry paid for the training program and the instructors oriented students to the industry's working conditions, job stability, et cetera. Students were guaranteed employment after completion

of the one hundred fifty hour training program and were returned their twenty-five dollar assessment fee if they accepted the position offered. The program proved successful as the employment attrition rate of those participating was extremely low.

IX. THE INVOLVEMENT OF ADVISORY GROUPS

Planning District B has one general adult education advisory committee that usually meets twice each year to overview the entire adult vocational education program. In addition, a separate craft advisory committee exists for each program. Members of the general adult education advisory committee also serve on the separate craft advisory committees related to their fields. All advisory committees have been very active in developing and improving adult education programs in Planning District B.

X. PROGRAM EVALUATIONS

Periodic evaluations are conducted on an informal basis and formal evaluations on an annual basis. Full-time as well as part-time instructors are evaluated. Students evaluate each short-term course by completing an "Information Please" form which requests information concerning how they heard about the course, why they are taking the course, and how they rank their instruction. However, enrollment figures are the bottom-line when evaluating adult vocational education programs. Planning District B adapts adult vocational education programs according to the "Information Please" forms, as well as the needs of the public based upon past enrollment figures.

XI. COUNSELING AND ASSESSMENT

Planning District B has two full-time adult student counselors. Each adult student will see a counselor in a group setting of some type, and 30 to 40 percent of the adult students have a specific counseling service provided to them. Two additional, full-time counselors work specifically with CETA clients. Services to CETA clients are more direct, as there are more services to be delivered and two counselors working with only seven programs (approximately 130 people). The placement coordinator works with adult students on a part-time basis (50 percent). Much of the placement coordinator's time is spent familiarizing employers with the district's program, keeping up-to-date with community employment needs, and serving as a liaison between the school and local employers. Job placement records from last year (1980-81) indicate a ninety-eight percent placement rate for adult vocational education students and a sixty-eight percent placement rate for CETA clientele.

Adult students interested in a certain area are told about programs available and job opportunities. Some students may enter a vocational program after talking directly to a counselor. Other students, confused about the direction they should take, are referred to the assessment center.

The assessment center tests individuals for vocational preference and aptitude, and provides adults a means for vocational exploration. Assessment may be voluntary or resulting from the recommendation of an agency. The assessment process costs the individual or referring agency twenty-five dollars. Assessment begins with two written tests,

the Career Occupational Survey and the California Ability Test Battery. Counselors review the individual's test score, work history, and personal goals in order to refer the individual to the second area of assessment involving hands on activities.

The hands on testing facility involves a work evaluation system (Singer Vocational Evaluation System) offering individuals the opportunity to perform tasks involved in a particular area of occupations. After completion of written assessment tests, individuals are allowed to utilize two of the twelve hands on evaluation units. Success or lack of success with the evaluation units helps identify occupational areas individuals should pursue. The evaluation units are not meant to be all inclusive and may prove invalid for some. However, they provide a practical approach to assessment of skills in a short period of time (1½ to 3 hours), which is what many adults prefer. The assessment center also operates the Coordinated Occupational Information Network System, a microfiche system, which gives individuals an idea of their interests and aptitudes. Identified interests and aptitudes are matched with numbers in the microfiche system to obtain additional job information. Additional test batteries are also available to assess a variety of specific abilities.

Basic skills are not tested at the assessment center. Students requiring basic skills testing are referred to the district's adult basic education program. Those without a high school degree are automatically referred to adult basic education.

Approximately five to seven hundred adults went through the assessment process last year. Two-thirds of the assessment costs were

paid by agencies. The assessment center also helps to sell the district's vocational education program to business and industry, because referral of individuals who have shown to be more successful can be made. The district would like to expand the assessment center by providing more specific types of hand on activities, and by providing a testing instrument for those who cannot read.

Essentially adult counselors assist students with assessment of interests and aptitudes, obtaining occupational information, program selection, registration, financial assistance information, and personal concerns affecting their success in the vocational program. Counselors also work with adult agencies in the community. The job placement coordinator works closely with adult counselors and students concerning job availability, application and interviewing procedures, and employability skills required to secure and maintain a job.

The salaries of counselors dealing with CETA clientele are reimbursed through CETA contracts. The other two counselors' salaries are subsidized by the Adult Division of the Ohio Department of Vocational Education. The district would like to see the Adult Division of the Ohio Department of Vocational Education provide more financial support for adult guidance counselors, as adults have concerns that differ from high school students.

XII. ACTIVITIES TO EXPAND AND DEVELOP ADULT VOCATIONAL EDUCATION PROGRAMS

Three major activities identified by the superintendent as helping

develop adult vocational education programs have been the:

1. commitment to the program by the board of education and administration
2. belief of staff members that adult education is more than an auxillary enterprise and the industriousness of staff members, and
3. the receptivity and cooperation of employers and adults.

According to the adult vocational education director, three major activities which have helped develop adult vocational education programs have been the:

1. total support of the superintendent and board of education
2. commitment of the administration and board of education to deliver as many services to the taxpaying public as can be delivered on a self-sustaining basis, and
3. separation of the adult program from the secondary program in the organizational structure.

Even though it is sometimes difficult to have one group of staff members using an instructional facility during the day and another staff at night, the adult vocational education director places a strong emphasis upon operating programs separately. The secondary program has unique demanding concerns without working in adult educational programming. Therefore, having an adult vocational education staff relieves the secondary program of unnecessary burdens.

The opportunities for adult vocational education are growing. If changes could be made the superintendent would have designed the vocational facilities differently, so that more room would be available for this growth. The adult vocational education director believes expansion of adult programming would not be possible without total support from the superintendent and board of education. Staff members

must be committed to adult education, and the superintendent and board of education must be knowledgeable of adult education and willing to set the standards and the pace for the conduct of the program.

ADULT VOCATIONAL EDUCATION PROGRAMS

OF

PLANNING DISTRICT C

I. BACKGROUND INFORMATION

Planning District C was from an urban area in Ohio. The district's philosophy of vocational education states that each individual deserves the opportunity to receive training which prepares him/her for the world of employment.

Planning District C serves approximately 1,000 full-time and 7,000 part-time adult vocational students. A slight majority of the full-time students are female and most of the part-time students are male. Two hundred sixty-eight students are enrolled in a practical nursing program conducted by a separate school of practical nursing. Approximately six hundred fifty full-time adult students are served by an occupational skill center established in 1965 under the Manpower Development Training Act of 1962. Students enrolled at the skill center must be at least eighteen years old and not enrolled in a regular secondary school program. Classes are conducted during the day, 8:00 AM to 3:30 PM, Monday through Friday. The remainder of the students are served by the night school, which operates from 4:30 PM to 8:30 PM, and is open to any person at least sixteen years old and not enrolled in a regular day school program. Forty full-time and over two hundred part-time instructors teach adult vocational education courses. Seventy percent of all adult students are enrolled in the trade and industrial service area, fifteen percent in distributive

education, ten percent in business and office education, and five percent in home economics education.

II. ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE

One full-time adult vocational education supervisor has total responsibility for adult education in Planning District C. The adult vocational education supervisor also acts as principal of the adult night school, which is an umbrella organization for the entire adult education program.

One program director is responsible for the adult basic education program, and another has responsibility for programs offered at the occupational skills center. The school of practical nursing has one supervisor in charge of programs. The supervisor of practical nursing and the program directors answer directly to the adult vocational education supervisor, who reports directly to the assistant superintendent of schools.

III. DUTIES AND ACTIVITIES OF THE DIRECTOR/SUPERVISOR OF ADULT VOCATIONAL EDUCATION PROGRAMS

The adult vocational education supervisor not only serves as principal of the adult night school, but also oversees the entire adult vocational education program. Budget development, salary and wage recommendations, business and industry training contracts, et cetera, are coordinated through the office of the adult vocational education supervisor.

IV. BUDGET DEVELOPMENT AND ADMINISTRATION

Funds to operate adult vocational education programs in Planning

District C are acquired through various sources such as state unit funding, CETA, tuition fees, and business and industry contracts. All funds are channeled and invoiced through the school board office.

The adult vocational education supervisor develops the adult night school budget and assists in the development of the practical nursing school's budget. The skill center program director works directly with the treasurer's office in developing the budget, as it is a special assistance program. Financial plans for the adult night school, practical nursing school, and skill center appear as separate categories in the overall adult education budget. The adult vocational education supervisor submits the overall adult education budget to the board of education for final approval.

Once the overall budget is approved, the adult night school, practical nursing school, and skill center implement their own separate budgets. Receipts from the night school (activity fees, tuition, et cetera) are deposited into one of two accounts within the treasurer's office. One of the accounts is a rotary fund in which lab fees are deposited and expenditures for classroom supplies and equipment are made. The second account is a rotary fund for textbooks. Both accounts are coordinated through the central treasurer's office and operated on a cost-recovery basis. Expendable supplies needed by instructors must be approved by the adult vocational education supervisor, who initiates a purchase order to be sent to the school board's purchasing department.

The skill center has a business manager and two accounting assistants involved in budget development and administration. Once

approved by the skill center's business manager and director, purchasing requests from instructors are sent to the purchasing department at the school board. The school board handles all the invoicing for adult vocational education programs in Planning District C.

V. ADULT VOCATIONAL EDUCATION PERSONNEL

A. Hiring - Applications for adult teaching positions are available through the adult vocational education supervisor, who interviews candidates and makes a final recommendation to the board of education. Employment and payroll procedures are handled by the adult vocational education supervisor for the adult night and practical nursing schools. The skills center handles its own employment and payroll procedures.

B. Salaries - Salaries are established by the board of education. The adult vocational education supervisor recommends the salary rate, which is similar to the salary rates for full-time secondary instructors. Practical nursing instructors receive salaries while part-time night and full-time skill center instructors receive an hourly wage. The hourly wage scale, based upon experience and education, is similar to the contractual, salary schedule. Although a graduated scale does exist for hourly wages, the majority of adult instructors receive a flat rate, currently $10.94 per hour. Each year the percentage of increase received by instructors on contractual salaries is applied to the hourly wage scale.

VI. PROMOTIONAL/RECRUITMENT ACTIVITIES

The district has a variety of promotional/recruitment activities to encourage students to enroll in the program. The part-time night

school has generated a large number of adult students, as most adults cannot enter a program on a full-time basis. One purpose of developing programs for industry was to increase the number of financially self-sponsored students. Adult programs have been in existence for quite a while, and word of mouth has helped adult vocational education develop over the years. Other promotional activities include distributing brochures, fliers, et cetera.

VII. COORDINATION EFFORTS WITH OTHER NATIONAL, STATE, AND LOCAL PROGRAMS INVOLVED IN EMPLOYMENT TRAINING

A. Comprehensive Employment Training Act (CETA) - The city in which adult vocational education programs are conducted for Planning District C, as well as the two surrounding counties, serve as prime sponsoring agencies for adult CETA students. A fixed hourly tuition rate is charged each sponsoring agency. The fixed hourly rate is determined by calculating total costs of operating the program. Total costs are converted to hourly costs per student. Although the same basic rate is charged each prime sponsor, rates vary according to the occupational program and the number of eligible CETA participants enrolled. Each occupational area reserves a certain number of student positions for each prime sponsor.

B. Vocational Education Planning District (VEPD) Consortium - The adult vocational education supervisor is one of two representatives from the planning district serving on the local consortium. Because the consortium is relatively new, benefits from coordination efforts are yet to be realized.

C. Technical Schools and Colleges - The local community college recruits heavily for adult vocational education in addition to technical training. Therefore, the connection between Planning District C and the local community college has been on a competitive basis. Although no written agreements exist, there have been verbal agreements in the past.

D. Community - Planning District C coordinates efforts with other community agencies, such as the Bureau of Vocational Rehabilitation, Work Incentive (WIN) Welfare Agency Division, and the Veterans Administration.

VIII. BUSINESS, INDUSTRY, LABOR, AND ADULT VOCATIONAL EDUCATION COOPERATIVE EFFORTS

Planning District C has not only had businesses enroll and pay tuition costs of individual employees, but has also developed contracts with various businesses, industries, and trade associations to develop a variety of multi-occupational training programs for their employees. The major goal of the district when conducting these training programs is recovery of the instructors' salaries. The actual charge is determined by multiplying the teacher's hourly salary (A) by the total number of course hours (B) minus the state reimbursement figure for the teacher's salary (C), or $[(A \times B) - C]$. Collected fees are deposited into a reimbursable salary section of the adult general fund. Some business and industry training programs have separate budgets, which must go through and be approved by the legal channels of the board of education.

Planning District C has also contracted with local business and

industry to train students on actual job sites. One example occurred when the planning district developed a contract with a local cable television company. Students enrolled in the cable television program built ten miles of the cable system. This was viewed as a very successful program, because it provided the district with the opportunity to offer actual on-site practical experiences for students.

IX. THE INVOLVEMENT OF ADVISORY GROUPS

Each vocational program has an advisory council to assist with curriculum changes and provide information and input into the development and improvement of programs. Advisory council members are not used as a source of employment for the district's adult vocational graduates. Instead, advisory council members are utilized as a source for obtaining the locations of employment. As a result, council members are willing to work with the programs, because they do not feel trapped or obligated to hire graduates of the adult vocational programs. The advisory committees have been extremely supportive. Members have donated various supplies and equipment to the adult programs, identified job placement contacts, and provided assistance in planning and conducting adult vocational education programs.

X. PROGRAM EVALUATIONS

Programs in Planning District C are evaluated by an outside evaluation unit consisting of two separate monitoring teams which visit adult programs once per month. The first monitoring team reviews either one specific program area or obtains an overall view of several areas. Areas reviewed include curriculum, lesson plan development,

classroom management, equipment and facilities, et cetera. However, a critical facet studied is the student placement rate. If placement rates of a program have declined, the program may be eliminated from the budget for the next fiscal year. After the first monitoring team evaluates the program, a second independent monitoring team evaluates the program to determine if the first team is in compliance with regulations. The reports of both teams should coincide or balance out. After the evaluation process is completed, feedback is provided to each program area evaluated.

In addition to the outside evaluation process, adult vocational education is evaluated by its own administrative staff. The process follows along the same guidelines as the outside evaluation procedures. The increase or decrease in student placement rates is the key factor upon which programs are based.

XI. COUNSELING AND ASSESSMENT

A full-time vocational counselor is available during the day at the skill center, and one part-time counselor is available each evening at the night school. Counselors evaluate student records and assist students in orientation, program selection, and personal concerns. The skill center conducts a voluntary, monthly group dynamics program for those students having difficulty adjusting.

Each CETA prime sponsor operates its own assessment center. After the CETA assessment process individuals visit the skill center and initially speak with the counselors. Counselors review the individual's assessment and explain all services available. The individual

would then visit the program he/she is interested in and interviews with the instructor. The instructor goes through a series of questionnaires and manipulative skills tests, which are essential to success in that individual program area.

A job placement specialist works closely with adults at the skill center. Once per month the job placement specialist publishes a list of all adult students who will be graduating. This list indicates students who are required to attend three, one hour job orientation seminars. It is the responsibility of the job placement specialist to coordinate these seminars. In the past a representative from a local industry has given lectures, presented tapes, and provided input on how students can acquire jobs. Video tapes of mock job interviews are also critiqued by students. After the sessions are completed, the job placement specialist conducts mock interviews with students to help them develop additional skills prior to interviewing for actual jobs.

The placement specialist also makes contact with business and industry, obtains information on civil service or any other kind of pre-employment examinations, and refers jobs available to program instructors. Instructors relay this information to graduating adult students. Instructors also make contact with business and industry and obtain employment information related to their occupational area. This information is given to the placement specialist, who files reports necessary for the information to be passed on to other instructors.

XII. ACTIVITIES TO EXPAND AND DEVELOP ADULT VOCATIONAL EDUCATION PROGRAMS

Three major activities identified by the adult vocational supervisor as helping develop adult vocational education programs have been the:

1. willingness of the board of education to accept reimbursement of teacher salaries as payment for training programs developed for business and industry, and the independence and flexibility given to the adult vocational supervisor to develop these programs

2. willingness of the board of education to assume a deficit in the budget should it occur, and

3. authority the board of education gives the principal of the night school in terms of making judgements, entering into contracts and agreements, setting up classes, et cetera, without prior approval of the board of education for each individual action.

According to the director of the skill center, being accredited as a special functions school by the North Central Association of Schools and Colleges has helped to develop adult education programs. Accreditation made the school eligible for the Basic Education Opportunity Grants, which have helped the district with financial concerns.

ADULT VOCATIONAL EDUCATION PROGRAMS

OF

PLANNING DISTRICT D

I. BACKGROUND INFORMATION

Planning District D was from a suburban area in Ohio. The district's philosophy of vocational education states that adult education is an integral part of the total vocational program, and the success of the program is dependent upon the flexibility of the adult program and extensive involvement with business and industry, CETA, and the community as a whole.

District D serves approximately 612 full-time and over 20,000 part-time adult students. Students must be at least sixteen years old and not enrolled in a high school program in order to enroll in an adult vocational education program. Secondary school students may enroll in an adult vocational education program only if they obtain written permission from their secondary school principal.

Thirty-five full-time and 242 part-time instructors teach adult vocational education courses in the following service areas:

1. Agricultural Education
2. Business and Office Education
3. Distributive Education
4. Home Economics Education, and
5. Trade and Industrial Education

Full-time programs follow the regular secondary holiday and vacation schedule. However, there is no arbitrary three month break

in the summer. Full-time programs may start and end anytime during the year. None of the full-time programs, with the exception of licensed practical nursing, are over nine months in length. Full-time instructors normally have a nine-month contract. Part-time instructors are paid on an hourly basis. The school term for part-time programs is seven weeks, and four part-time terms are conducted throughout the year.

II. ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE

Adult vocational education programs in Planning District D are operated at four separate school campuses. One adult director, responsible for the daily operations of the campus, is located at each of the four campuses. Adult directors report directly to the administrative specialist concerning the development and implementation of adult vocational education programs and to their campus director concerning the daily operation of these programs. An adult supervisor has responsibility for full-time adult programs across the district. The adult supervisor is stationed at and assists the adult director at one of the four campuses, due to its large adult education program. Although the adult supervisor is directly responsible to the administrative specialist, the adult supervisor also works under the adult director in the supervision of certain programs. The administrative specialist, who is responsible for adult vocational education at each campus, pulls information together from each campus to conduct programs on a district level. Total responsibility for adult education programs in Planning District D is given to the administrative specialist.

III. DUTIES AND ACTIVITIES OF THE DIRECTOR/SUPERVISOR OF ADULT VOCATIONAL EDUCATION PROGRAMS

Each of the four adult directors are responsible for the daily operations of adult education programs at the campus where they are located. Some activities of the adult directors include the following:

1. supervision of instructors, clerical, and custodial staff
2. interviewing, selecting, and recommending part-time instructors for employment
3. evaluation and recommendation of full-time and part-time instructors for reemployment
4. curriculum development and coordination
5. submitting state reports
6. approving requisitions and purchase orders
7. submitting payroll of part-time instructors to the administrative specialist
8. evaluation of programs
9. visiting instructors in classrooms and laboratories and providing feedback to them
10. administration of registration for part-time programs four times per year, and
11. providing for building security in the evening.

IV. BUDGET DEVELOPMENT AND ADMINISTRATION

The total annual expenditure to operate adult vocational education programs is approximately two million dollars. In Planning District D adult education is financially self-supporting. No funds come from the board of education. All money must be generated from other sources and is deposited into a separate bank account.

The budget is developed based on past growth and the additional growth anticipated for the coming year. The proposed budget must be approved by the superintendent, who submits it to the board of education for final approval. After the budget is approved, it is administered by the administrative specialist.

Purchasing requests are initiated by adult instructors at the campus level. If instructors have a request, they make the recommendation of what they want, where they want to purchase it, and which vendor has the best possible price. Preliminary approval is given by the adult vocational education director of the campus where the instructor is located. If the requested item is stocked in the district's supply warehouse, a warehouse requisition is written. If the requested item is not stocked at the district supply warehouse, the adult director writes and signs a purchase order. The purchase order is sent to the administrative specialist for approval, then to the business office for purchasing.

V. ADULT VOCATIONAL EDUCATION PERSONNEL

A. Hiring - Hourly part-time instructors are interviewed and directly recommended for employment by the adult director to the board of education. Full-time adult instructors are considered for employment in the same manner as secondary instructors. Full-time instructors are usually interviewed by the personnel director, campus director, adult director, and the administrative specialist. The board of education gives the final approval concerning candidates for employment.

B. Salaries - Salaries of adult full-time personnel are based upon the same salary schedule as full-time secondary instructors. This salary schedule is established by the board of education. Part-time instructors are paid on an hourly basis established by the board of education. Hourly increases for part-time instructors are comparable to salary increases received by full-time instructors.

VI. PROMOTIONAL/RECRUITMENT ACTIVITIES

The single most effective method of promoting adult vocational education have been brochures or catalogs listing course time schedules. Brochures are published four times per year and contain information about all four campuses. Over two hundred and fifty thousand brochures are printed and mailed to every resident in the school district before fall term registration each August. In addition, mimeographed fliers, news releases to radio and television stations, and specialized brochures on individual programs are also utilized in the promotion of adult vocational education. Word-of-mouth has also been beneficial to the expansion of adult vocational education.

VII. COORDINATION EFFORTS WITH OTHER NATIONAL, STATE AND LOCAL PROGRAMS INVOLVED IN EMPLOYMENT TRAINING

A. Comprehensive Employment Training Act (CETA) - Planning District D works with nine different CETA prime sponsors. One of the prime sponsors has over a one million dollar contract with the planning district. Although the other prime sponsors do not have the same amount of money, they are spending it in the same manner. Cooperation with CETA officials led to the development of an assessment center.

Planning District D is now in charge of CETA's eligibility determinations and case management. CETA has placed students in training programs already established, and the district has also developed specific programs for CETA.

B. Vocational Education Planning District (VEPD) Consortium - The adult administrative specialist works directly with the consortium as chairperson of the council. Planning District D feels the consortium is beneficial because there is excellent cooperation between technical and vocational schools. Making the public aware of the consortium is a major concern at this time. The consortium's director, housed at the Chamber of Commerce, has the major responsibility of making the public aware of the consortium. The director visits business and industry to determine their training needs. This information is distributed to all consortium members.

Consortium members interested in developing a training program will visit the business or industry and submit a proposal to their representatives. The business or industry makes the final decision as to which consortium member will conduct their specific training program. If Planning District D is interested in developing a training program for a local business or industry, the adult director whose campus is closest to that business will visit the company and write a training proposal.

C. Technical Schools and Colleges - Planning District D has maintained open-communication with local technical schools and community colleges through meetings, organizations, committees, et cetera. If

students are geared toward associates degrees or college level work, they are referred to the technical schools or community colleges.

D. Community - Planning District D cooperates with over fifty different community and social service agencies, such as the Bureau of Vocational Rehabilitation, Ohio Bureau of Employment Services, Work Incentive (WIN) programs through the Welfare Service and the Veteran's Administration.

VIII. BUSINESS, INDUSTRY, LABOR AND ADULT VOCATIONAL EDUCATION COOPERATIVE EFFORTS

Planning District D strives to make as many contacts with business and industry on a first-hand basis as possible. Employers have placed their employees in existing training programs. In addition, the district has developed programs for hundreds of companies in the surrounding geographical area.

Planning District D works with the president or vice-president of the company when initial contact with business and industry is made, because personnel or training managers usually do not have the authority to give the district a training contract. A representative from the planning district explains what the school has to offer and what the school can do for the company. At this point, the company usually divulges what training programs they are interested in pursuing. The administrative specialist prepares a training proposal to take back to the company. If the program deals with machine trades, the machine trades supervisor assists in development of the proposal. The final proposal is given to the business to review, delete and/or add various components. This procedure assures a specific training

program designed by both the planning district and the business.

One unique training program developed for an industry involved training individuals before they were actually employed. Contact was made with industry officials concerning employee training programs while the plant was under construction. The district trained all of the electricians in electronics while the equipment was being put in the plant. Therefore, the employees knew the job before they were actually working on the job.

IX. THE INVOLVEMENT OF ADVISORY GROUPS

Each program in Planning District D has an advisory committee. New full-time programs begin with an advisory council to develop adult day and night school policies. Advice for full-time programs may come through CETA or the Ohio Bureau of Employment Services. All programs also have a PRIDE committee to review and evaluate programs, interact with instructors, and make recommendations about how to improve programs.

X. PROGRAM EVALUATIONS

The approved criterion for official evaluation of adult programs in Planning District D is the PRIDE evaluation document used by the state. The district also conducts its own formal and informal evaluation of the program. Instructor and student feedback is utilized from evaluation forms distributed at the end of each class. Placement of students on jobs is an additional factor considered in the evaluation of programs. The district would like to see more than fifty percent placement which is difficult in a tight labor market.

Course offerings are reviewed each time a new brochure is printed to determine what programs are needed. Past experience and enrollment figures are used to determine needs.

XI. COUNSELING AND ASSESSMENT

Any adult in Planning District D requesting counseling services or employment information is referred to the district's assessment center. The center provides adults with a match between job skills, abilities, and interests, pre-employment screening, pre-apprenticeship evaluation, pre-promotional assessment, placement services, out-placement resources and linkage with over fifty different social service activities. Over twenty people are employed by the center to assist in pre-vocational orientation and testing, as well as employment and follow-up. Workers include one director, four case managers, four intake interviewers, two occupational counselors, three vocational assessment workers, two vocational orientation workers, and various clerical workers.

Full-time adult students may enroll in vocational programs without being assessed, simply by paying their own tuition fees. These students have the option of using the assessment center for a thirty-five dollar fee. Individuals sponsored by an agency (e.g., CETA, Bureau of Vocational Rehabilitation) are assessed and counseled before being referred to the district's adult training programs. Counseling is provided by one of four case managers, who are assigned to each full-time vocational program. Case managers maintain liaison with and assist students up to the time they are placed on the job.

Basic steps of the assessment and counseling process are:

1. identification of career interests and goals through interviews, testing, and self-evaluation

2. determining worker traits needed for success through employers, instructors, supervisors and literature such as the Dictionary of Occupational Titles

3. design of assessment plan relating to specific client goals

4. actual assessment through
   a. determining interests of the students
   b. screening for reading and language basic skills
   c. screening for math and measuring skills
   d. providing work sample evaluation
   e. assessing work attitudes, motivation, and appraisal

5. development of an employability plan including interpretation of assessment observations and referral services through educational institutions, social agencies, financial assistance, and local employers for job placement through career development, and

6. follow-up.

After the assessment process is completed, clients can be directed to appropriate career areas. Clients could be placed directly on the job if it is found that they have the skills necessary for employment, or they would be referred to vocational training to obtain needed skills. Clients rating low in math and reading skills are sent to the adult basic education program. Those psychologically unprepared to deal with the screening process are sent to the Bureau of Vocational Rehabilitation or some other social agency for psychological counseling. Approximately seventy percent of those assessed are referred to vocational training programs. These individuals may be referred to adult programs offered in Planning District D or to the local technical schools and colleges.

Seventy percent of the financial support for the assessment center is

provided by CETA funds and thirty percent from local industry and the community. Over forty-five hundred individuals have been assessed since August, 1978. The center has worked with over two hundred private businesses and industries concerning adult placement and vocational assessment. A desk is provided at the center, so business and industry representatives can speak with individuals being assessed. A desk is also provided for representatives of various social service agencies to interview clients.

Planning District D has a full-time placement director who serves as coordinator of placement efforts. An apprenticeship coordinator works with secondary students and with adults at the assessment center. A job placement coordinator works primarily with full-time adult students. The job placement coordinator is involved with business and industry concerning placement of adults completing the program and assists in the effort to make business and industry more aware of the assessment process available at the center.

XII. ACTIVITIES TO EXPAND AND DEVELOP ADULT VOCATIONAL EDUCATION PROGRAMS

Planning District D has seen the need for flexibility when conducting adult vocational education programs rather than becoming locked into one certain time frame. A growing concept for adult vocational education is to utilize all available space at all times. Experience has been the major factor in the improvement and expansion of adult vocational education programs. Experience has shown that the optimum time for conducting part-time programs is through the months of September to June. Planning District D serves most of the needs of

individuals, businesses, and industries through part-time classes taught during the four regularly scheduled terms. Full-time programs have been conducted successfully on a year-round basis. Programs for business and industry training can be conducted whenever requested (daytime, evenings, weekends).

Planning District D views adult vocational education as a growing market with more involvement with business and industry. Plans are in progress to implement new training programs and expand existing ones. The district also plans to expand inservice training programs for instructors and provide them with more information and a better support system. With the continued support of the board of education, incorporation of plans to develop and expand adult vocational education programs will be possible.

ADULT VOCATIONAL EDUCATION PROGRAMS

OF

PLANNING DISTRICT E

I. BACKGROUND INFORMATION

Planning District E was from an urban area in Ohio. The district's philosophy of vocational education involves providing training programs which prepare individuals to obtain and maintain employment. Adult vocational education programs are conducted at two full-time adult career centers, as well as in various secondary schools, secondary career centers, and business and industry sites. In addition, Planning District E contracts with five other school districts for adult vocational education programs.

Of the 15,000 students served by all adult education programs in Planning District E, over 8,000 are reached by adult vocational education programs in the following service areas:

1. Business and Office Education
2. Distributive Education
3. Home Economics Education, and
4. Trade and Industrial Education.

Students must be at least sixteen years old and not enrolled in a secondary school program in order to enroll in an adult vocational education program.

In addition to a variety of programs offered throughout the district, Planning District E operates two full-time adult career centers. These career centers serve over 2,000 adults, the majority of which are

male students. Forty-seven full-time and 175 part-time instructors teach vocational courses at the adult career centers.

II. ADMINISTRATIVE AND ORGANIZATIONAL STRUCTURE

Planning District E has a full-time adult director who is totally responsible for the entire adult education program. The district has over twenty adult education programs ranging from vocational to avocational, and from basic skills to self-improvement. The adult director ov sees each of these programs and accumulates information from them to develop the overall picture of adult education in the district. No single individual is responsible for coordinating adult vocational education programs throughout the district. However, there are adult vocational education program supervisors responsible for certain aspects of adult vocational education, such as CETA and handicapped training. Program decisions and operating rules are made by adult vocational education program supervisors with the approval of the adult director and the assistant superintendent of student development services.

Each full-time adult center has a building administrator/principal. Building administrators may have certain programs they are responsible for, in addition to administering rules for the building, maintaining the building, and overseeing scheduling and use of the building. Program supervisors report to the building administrator only concerning building operations. Concerning individual programs they report to the adult director. Building administrators do not make rules for individual programs, except the ones they are directly

supervising. Adult vocational education instructors are assigned to their immediate supervisor by program area.

III. DUTIES AND ACTIVITIES OF THE DIRECTOR/SUPERVISOR OF ADULT VOCATIONAL EDUCATION PROGRAMS

Specific duties of adult vocational education program supervisors include:

1. securing qualified staff; recruiting and recommending adult instructors to the adult director
2. maintaining overall program standards and assuring that state criteria are met
3. reviewing curriculum and revising it as needed
4. preparing and administering program budgets
5. establishing tuition fees of the program
6. involving community agencies and making sure programs are accepted in the community
7. recommending program practices and policies to the adult director, who recommends them to the assistant superintendent
8. developing programs as needed by companies, which involves meeting with company representatives for task analysis, curriculum development, preparation of budgets and determining cost figures
9. assisting with advisory committees
10. supervising instructors concerning sick-leave, personal leave, instructional evaluation, et cetera
11. solving specific problems and needs as determined by the specific program, and
12. overseeing the day to day operations of the program.

IV. BUDGET DEVELOPMENT AND ADMINISTRATION

Each program supervisor is responsible for development of a budget for their particular program. Instructors may be involved by

submitting to their supervisor what they believe is needed based on past use of materials, supplies, and equipment. The program supervisor presents these needs on paper to the director of adult education. The adult education director submits the budget to the assistant superintendent, who takes it to the superintendent's cabinet. The cabinet decides what will be taken to the board of education in the form of a budget, but each supervisor decides what is needed in their programs.

Some supervisors are in charge of programs funded by outside sources such as CETA. After the proposed budget has been approved by the adult director, the program supervisor must also negotiate with the outside funding agency for program and budget approval.

After the budget is adopted by the board of education, each program supervisor is responsible for its administration. Program supervisors must approve any request from adult instructors for supplies, materials, and equipment before sending the purchase order, purchase requisition, or work order to the adult director for approval. Each request must then be approved by a purchasing committee, set up by the superintendent to assist in cutting costs.

V. ADULT VOCATIONAL EDUCATION PERSONNEL

A. Hiring - Adult vocational education program supervisors recruit adult instructors, review applications, interview applicants, and recommend the top candidates to the adult director of vocational education. The adult director interviews the top two or three candidates and recommends one to the personnel office, which does the actual hiring. The board of education must approve the candidate before he/

she is actually hired. All instructors must be certified by the Ohio Department of Vocational Education.

B. Salaries - Salary schedules are established by the board of education through negotiations with the teachers' bargaining organization. The system-wide scale, based on years of experience, has a three step scale for vocational teachers. However, secondary vocational instructors are on a contract and receive an annual wage, whereas adult vocational instructors are hired on a year to year non-contractual, full-time basis and receive an hourly wage. Adult instructors are paid comparably and sometimes more than instructors on contract. A three step salary scale exists for full-time, hourly instructors. Instructors receive a certain amount for zero to two years of teaching experience, a higher amount for three to five years of teaching experience, and a higher amount for over five years of teaching experience.

VI. PROMOTIONAL/RECRUITMENT ACTIVITIES

Planning District E utilizes the traditional flyers, brochures, newspaper articles, radio spots, open houses, et cetera, when promoting adult vocational education. However, the most effective promotional/recruitment activity has been word-of-mouth about successful programs.

VII. COORDINATION EFFORTS WITH OTHER NATIONAL, STATE, AND LOCAL PROGRAMS INVOLVED IN EMPLOYMENT TRAINING

A. Comprehensive Employment Training Act (CETA) - Planning District E has an excellent relationship with CETA. Ideas for CETA

programs are usually initiated by adult vocational education program supervisors. The idea must be approved all the way up the line to the superintendent and the school board. The school board must approve any application for a grant or contract. An adult program supervisor, located at one of the adult centers, works with CETA programs. Responsibilities of the supervisor include:

1. communicating with CETA in terms of getting student referrals
2. working with the prime sponsor to set the criteria or grade levels in reading and math a student must achieve before enrollment in a particular course, and
3. dealing directly with the CETA operations manager concerning various operational concerns.

Planning District E would like to strengthen its input into the process of selecting CETA clients for various programs and deciding who should or should not continue in a particular program. Planning District E would like to conduct the orientation, testing and assessment of eligible CETA clients.

A recently initiated orientation program has assisted in placing CETA clients in programs which meet their interests, aptitudes, and needs. Once their CETA eligibility has been established, individuals are given a tour of various programs including what is available. After this orientation program, CETA clients are tested by CETA officials before they make a final program selection. CETA clients must return to the planning district and visit directly with the instructor of the course in which they are interested. This orientation program has helped improve the quality of training by referring CETA clients to the program which is right for them.

CETA conducts its own basic education program. Therefore, if students do not have basic entry skills for a program, they are enrolled or channeled into the CETA basic education program. Once students are enrolled in one of the district's vocational programs, one hour a day is set up for them to work on reading and math skills. If students do not have a high school degree, a program is established to prepare them for the graduate equivalency test. Working with basic education has helped expand programs to the students.

B. Vocational Education Planning District (VEPD) Consortium - A representative from Planning District E serves on the VEPD consortium, and several program supervisors attend the annual VEPD meetings. The chamber of commerce is involved in consortium efforts and is aware of the programs Planning District E has to offer.

C. Community - Planning District E maintains that the way to have a good adult education program is by being in touch with everyone in the community. An extensive relationship with both the business and educational community exists. Planning District E works with a variety of community agencies, which provide students and sometimes counseling services. The district works with community agencies such as the Veteran's Administration, Bureau of Vocational Rehabilitation, Bureau of Employment Services, and Chamber of Commerce.

VIII. BUSINESS, INDUSTRY, LABOR, AND ADULT VOCATIONAL EDUCATION COOPERATIVE EFFORTS

Planning District E has worked with the National Alliance of Businessmen in soliciting and developing training programs for some of their vocational participants. Employers can enroll employees into existing training programs, or Planning District E will provide

specific training programs at the actual business or industry site. Planning District E also works with unions and conducts apprenticeship programs at various locations throughout the geographical service area.

The district has hired an individual (½ time program developer, ½ time curriculum coordinator) to coordinate cooperative efforts with business and industry. The duties of the program developer/curriculum coordinator involves:

1. serving as a liaison between instructors and employers
2. seeking industry input through advisory committees, public relations, et cetera
3. contacting training directors to familiarize them with the district's adult vocational education programs, and
4. improving programs by making them more responsive to the needs of industry.

The ultimate goal of the job developer/curriculum coordinator is to improve job placement by providing programs which reflect the needs of business and industry and garner their support and interest.

IX. INVOLVEMENT OF ADVISORY GROUPS

The adult director in Planning District E has a general advisory committee used to obtain opinions on various proposals. Ideas are submitted before the general advisory committee, in addition to the smaller craft committees for each program. Advisory committee members are involved in the beginning planning stages of program development. The committee assists in determining job needs in the area, planning facilities, obtaining materials and supplies, recruiting instructors, and providing direction as to how training programs should be conducted.

The district feels that involving the private sector is extremely important, as advisory committee members are experts in their vocational fields and can provide valuable input into programs. Advisory committees have also been beneficial in obtaining support from the board of education.

X. PROGRAM EVALUATIONS

In Planning District E full-time adult vocational education programs are evaluated according to how well the needs of business and industry are being met, the percentage of students placed on jobs, and the attrition rates of the program.

Part-time courses are evaluated according to enrollment figures. A part-time course will not be offered unless the minimum number of students required for state reimbursement is enrolled.

XI. COUNSELING AND ASSESSMENT

Counselors are available to adult students for individual counseling, crisis counseling, and group counseling. Group counseling sessions involve helping adult students develop and maintain positive work values and attitudes. Counselors are more involved in the ongoing health and welfare of adult students rather than career counseling, as the job objectives of most students have been decided before they enroll in a particular program.

Placement coordinators work with students during their last three weeks of training. Students are taught how to complete job applications, write resumes, and conduct themselves during job interviews. Placement coordinators also provide adult students with information about specific job positions.

XII. ACTIVITIES TO EXPAND AND DEVELOP ADULT VOCATIONAL EDUCATION PROGRAMS

Major activities identified by adult vocational education program supervisors as helping develop adult vocational education programs have been the:

1. total support of the superintendent and the board of education
2. availability of money to secure materials and supplies necessary to maintain a quality program, as well as the facilities in which to operate them
3. diversity of funding sources - not having to rely on one source, such as CETA
4. linkage with adult basic education and cooperation between programs - the team concept
5. linkage with advisory committees and private sectors, and the
6. push for improvement - having a staff that is willing to work and expresses positivism in that work.

Concerning improvement and expansion of adult vocational programs, the adult vocational education program supervisors would like to build upon the present system. An example of this would be to expand coordination efforts with other agencies working in the same direction. Another method involves restructuring present curricula toward a modular basis, which would allow for the open-entry, open-exit concept. Although this creates more difficulties for the instructor, program supervisors believe flexibility when handling the adult clientele is extremely important and can be accomplished with the proper equipment and facilities.

STUDENT, INSTRUCTOR, AND EMPLOYER DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

Survey instruments were developed to gather the needed quantitative and qualitative data from adult students, instructors, and employers. Content validity of the instruments was obtained through review by the project advisory council and consultation with personnel from the Ohio Advisory Council for Vocational Education. Field testing of the instruments was conducted to assess their utility, clarity, and reliability.

STUDENT DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

A random sample of adult students stratified by program area was selected within each exemplary planning district. Data were gathered by means of a survey instrument (Appendix A) from a random sample of adult students attending classes during April and May of 1981. Results were reported for those adult students responding to the survey instrument.

Data in Table 1 show the mean scores for factors influencing adults to attend vocational/technical classes. The lowest possible value for each of these factors was 1 (no influence). The highest possible value for each of these factors was 4 (great influence). The factor that most often influenced the adult students to attend vocational/technical classes was a felt, personal need for job skill improvement. Other influential factors included the school's reputation for having quality courses and good instructors, and having class hours that fit students' schedules.

While Table 1 shows that a felt, personal need for job skill improvement was the factor that most often influenced adult students to attend vocational/technical courses, Table 2 reveals that over one-third of the adult students were attending vocational/technical school to improve existing job skills. Another 33.5 percent enrolled to prepare for career or job changes. Only 11.4 percent reported non-vocational motivations for enrolling.

Table 1

Mean Scores of Factors Influencing Adults to Attend Vocational/Technical Classes

Influencing Factors	Mean Score
Felt a personal need for job skill improvement	3.345
School has a reputation for having quality courses and good instructors	2.769
Class hours fit my schedule	2.460
CETA or some other government sponsored program paid salary, tuition, and fees	2.399
Tuition and fees were reasonably priced	2.309
Received school pamphlet listing courses	2.291
Friend recommended the program	2.230
Wanted to improve job skills to get a promotion	2.050
No other school within reasonable driving distance offered this course	1.938
Wanted to socialize with other people	1.632
Community organization recommended the course	1.429
Employer required attendance	1.370
Employer paid all or part of the course costs	1.364
Instructor contacted me prior to course	1.359
Saw a newspaper ad	1.265
Course is needed to keep present job	1.245
Employer paid me for the time I spent in class, in addition to my normal salary/wage	1.185
Employer provided release time from work to attend classes	1.159
Saw a television ad	1.144
A notice was posted where I work	1.133

Table 2

Reported Percentages of the
Educational Goals of Adult Students

Goals	f	%
Improve existing job skills	130	38.9
Prepare to change jobs or careers	112	33.5
Pursue personal or hobby interests	38	11.4
Prepare for my first job	32	9.6
Complete apprenticeship requirements	8	2.4
Other	14	4.2
Totals	334	100.0

In order to accomplish their educational goals a majority of the adult students planned to complete only one course of a trimester or semester nature, as displayed in Table 3. About one-fourth of the adult students intended to complete two courses.

Table 3

Adult Students' Expected Course Completion Rates for Accomplishing Educational Goals

Methods of accomplishing educational goals	f	%
Complete only one course/trimester/semester	178	55.8
Complete two courses/trimesters/semesters	68	21.3
Complete three courses/trimesters/semesters	20	6.3
Complete four courses/trimesters/semesters	53	16.6
Totals	319	100.0

As revealed in Table 4, approximately two-thirds of the adult students were enrolled in vocational education courses on a full-time basis.

Table 4

Enrollment Status of Adult Students

Status	f	%
Full-time	214	65.8
Part-time	111	34.2
Totals	325	100.0

Data in Table 5 indicate only about one-fourth of the adult students felt that attending vocational/technical courses on a part-time basis influenced their decision to attend courses full-time.

Table 5

Influence of Part-time Attendance on Decisions of Students to Attend Courses Full-time

Degree of Influence	f	%
Did influence	37	22.8
Did not influence	125	77.2
Totals	162	100.0

About one-half of the adult students responding attended classes between 8:00 AM and 4:00 PM, while the other half attended evening classes (See Table 6).

Table 6

Time Periods Adult Students Attend Classes

Time Periods	f	%
Day (Between 8:00 AM and 4:00 PM)	173	54.1
Evening (Between 4:00 and 11:00 PM)	147	45.9
Weekends (Saturday/Sunday)	0	0.0
Totals	320	100.0

Table 7 reports the percentage of adult students receiving counseling concerning selection of vocational courses. Of the adult students responding, 40.1 percent had visited with a counselor regarding course selection. One hundred percent of these individuals believed the counseling they received was beneficial. On the other hand, 59.9 percent of the adult students did not speak with a counselor. Yet, 62 percent of those who did not visit a counselor indicated they would have liked to have done so.

Table 7

Percentage of Adult Students
Receiving Counseling in Course Selection

Counselor Contact	f	%
Did talk to a counselor	129	40.1
Did not talk to a counselor	193	59.9
Totals	322	100.0

A summary of the percentage of the course costs paid by adult students is given in Table 8. Data revealed that 60.2 percent of the adult students did not pay any of their course tuition costs, while 36.5 percent paid 100 percent of their course costs.

Table 8

Percentage of Course Costs Paid by Adult Students

Percentage of Costs	f	%
0	165	60.20
25	5	1.80
50	2	.75
75	2	.75
100	100	36.50
Totals	274	100.00

Table 9 indicates that two-thirds of the adult students were unemployed.

Table 9

Percentage Distribution of Adult Students By Employment Status

Status	f	%
Employed	112	33.7
Unemployed	220	66.3
Totals	332	100.0

Table 10 describes adult students in terms of working hours per week. Of those students employed, 59.8 percent worked 21 hours or more per week. However, some measurement error may have occurred as a discrepancy exists between the number of adult students responding to this item on the survey

instrument and the number that indicated they were employed.

Table 10

Working Hours Per Week of Adult Students

No. of hours worked	f	%
0 - 20 hours	70	40.2
21 hours and above	104	59.8
Totals	174	100.0

INSTRUCTOR DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

Data were collected from current instructors within each exemplary planning district by means of a survey instrument (Appendix B). Due to the varied teaching schedules of adult instructors (e.g., part-time, evening, short-term), data were obtained from those instructors currently teaching at the time of survey distribution (May - June, 1981). Results given below were obtained from the adult instructors who responded to the survey instrument.

Table 11 reports the percentage of adult instructors by service area. Data revealed that 63.4 percent taught trade and industrial courses, and 25 percent taught business and office education courses. The remaining instructors taught agriculture, home economics, and distributive education courses.

Table 11

Percentage of Instructors by Service Area

Service area	f	%
Agricultural Ed.	3	4.2
Business and Office Ed.	18	25.4
Distributive Education	2	2.8
Home Economics Ed.	3	4.2
Trade and Industrial Ed.	45	63.4
Totals	71	100.0

Three-fourths of the adult instructors responding were employed on a full-time basis as shown in Table 12.

Table 12

Percentage of Part-time/Full-time Teachers

No. of hours worked per week	f	%
14 hours or less (part-time)	16	24.2
15 hours or more (full-time)	50	75.8
Totals	66	100.0

Sixty percent of the adult instructors have over ten years of occupational work experience related to their teaching field, as summarized in Table 13. Another 16 percent have seven to eight years of work experience, while the remaining 24 percent have six years or less.

Table 13

Years Work Experience of Adult Instructors

No. of years	f	%
1 to 2	6	8.0
3 to 4	5	6.7
5 to 6	7	9.3
7 to 8	12	16.0
11+ years	45	60.0
Totals	75	100.0

Although nearly all of the adult instructors had some post-high school education, Table 14 reveals less than one-half (46 percent) held a bachelors or masters degree.

Table 14

Years Post-High School Education
of Adult Instructors

Years of Post-High School Education	f	%
None	3	4.0
Less than 1 year	3	4.0
2 to 3 years	15	20.3
4 years	13	17.6
Associates degree	6	8.1
Bachelors degree	23	31.1
Masters degree	11	14.9
Totals	74	100.0

As illustrated in Table 15, over one-half of the adult instructors learned of their present teaching position by personal contact from school personnel (teacher or administrator). In addition, 19 percent learned about their current teaching position through communications with a friend.

Table 15

Methods Which Recruited Adult Instructors into Their Present Position

Recruitment methods	f	%
Contacted by school personnel (teacher or administrator)	42	56.8
Heard about the job from a friend	14	18.9
Applied for a position prior to knowing of the opening	8	10.7
Already teaching secondary program and knew of program development	5	6.8
Newspaper ad	2	2.7
College placement office listed job	1	1.4
Private personnel service referred me	0	0.0
State employment service referred me	0	0.0
Other	2	2.7
Totals	74	100.0

Data in Table 16 indicate most adult instructors updated their instructional skills primarily by attending college or university classes or attending school sponsored inservice programs, courses, or workshops. However, nearly one-third of the adult instructors responding listed informal methods, such as exchanging ideas with their colleagues or reading professional or trade magazines as their primary means of updating instructional skills.

Table 16

Primary Method Adult Instructors Use to Update Instructional Skills

Method of updating instructional skills	f	%
Attend college or university classes	28	37.8
Attend school sponsored inservice programs/courses/workshops	18	24.3
Exchanging ideas with other instructors	12	16.3
Read professional teacher publications (Voc Ed, School Shop, etc.)	8	10.8
Read professional trade magazines	4	5.4
Other	4	5.4
Totals	74	100.0

Table 17 denotes that most adult instructors updated their occupational skills by exchanging ideas and techniques with other instructors, reading professional trade publications related to their occupational area or attending college or university classes.

Table 17

Primary Method Adult Instructors Use to Update Occupational Skills

Method of updating occupational skills	f	%
Exchange ideas and techniques with other instructors	19	26.0
Read professional trade publications related to their occupational area	15	20.5
Attend college or university classes	12	16.4
Work part-time after school hours in the trade area	7	9.6
Attend manufacturer/supplier workshops	7	9.6
Read professional teacher publications (Voc.Ed., School Shop, etc.)	6	8.2
Work in the trade area during the summer	3	4.1
Other	4	5.6
Totals	73	100.0

Data in Table 18 disclose the average rating instructors gave involvement in course development activities outside the realm of classroom/laboratory teaching. The lowest possible value for each of these was 1 (no involvement). The highest possible value for each of these activities was 4 (constant involvement). Adult instructors reported their highest degree of involvement was in assisting adult vocational education students in obtaining employment. However, the mean rating for this activity was 2.8, indicating only occasional involvement. The adult instructors specified little involvement in course development activities such as counseling students, visiting and working with local employers, and working with advisory committees.

Table 18

Mean Rating of Adult Instructors' Involvement in Course Development Activities

Course Development Activity	Mean Rating
Assist in job placement of adult voc. ed. students	2.813
Counsel adults concerning employment training courses they should take	2.480
Visit local employers to assess training needs	2.392
Coordinate courses with local employers	2.315
Work with advisory committee	2.253
Complete follow-up surveys of adult voc. ed. students	2.243
Work with local employers to develop adult voc. ed. curriculum	2.230
Recruitment of adult voc. ed. students	2.069

Table 19 reveals that a majority of the adult instructors have used a competency based education curriculum when teaching adult students. Of those instructors who have used a competency based education curriculum, 95.8 percent believed it was an effective method for teaching adults.

Table 19

Percentage of Instructors Using A Competency Based Education Curriculum

Use of CBE	f	%
Have used CBE	48	65.8
Have not used CBE	25	34.2
Totals	73	100.0

Data in Table 20 summarize the percent of time adult instructors are involved in classroom lecture, small group and individual demonstrations, and supervision of individuals working on projects or at co-op training stations. Of the 72 instructors using classroom lecture, 62.1 percent reported using the lecture method from 10 to 30 percent of the total class time. Over one-half of the instructors using small group demonstrations used this method from 10 to 20 percent of the time. A similar pattern in using individual demonstrations was reported. Approximately 17 percent of the instructors supervising individuals working on projects or at co-op training stations reported using this method 20 percent of the time. Table 20 also illustrates that

supervising individuals working on projects or at co-op training stations was a method used for a greater percent of class time by more instructors than any of the other three methods. Almost one-half (46.1 percent) of the instructors using this method reported its use in 50 percent or more of the total class time.

Table 20

Frequency of Adult Instructors Using Various Percentages of Classroom Lecture, Small Group Demonstration, Individual Demonstration, and Individual Supervision

Instructional Activity	Percent Time Instructors Spent in Instructional Activities													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Classroom lecture	2	2.8	23	31.9	15	20.8	14	19.4	9	12.5	4	5.6	5	7.0	72	100.0
Small group demonstration	5	7.7	18	27.7	17	26.2	9	13.8	9	13.8	5	7.7	2	3.1	65	100.0
Individual demonstration	3	4.6	16	24.6	20	30.8	10	15.4	5	7.7	4	6.2	7	10.7	65	100.0
Supervising individuals working on projects or at co-op training stations	1	1.6	6	9.2	11	16.9	5	7.7	12	18.5	11	16.9	19	29.2	65	100.0

A breakdown of part-time and full-time instructors according to service area is contained in Table 21. Six of the fifteen part-time teachers taught business and office education, one taught distributive education, and eight taught trade and industrial education. No part-time teachers were from the agriculture and home economics service areas. Thirty-two of the 47 responding full-time instructors taught in the trade and industrial service area. The remaining 31.9 percent of the responding teachers represented the other four service areas.

Teachers provided the number of years of work experience they had acquired. Results shown in Table 22 indicate that 13 of the 16 part-time teachers (81.3 percent) had five or more years of work experience, while 44 of the 50 full-time teachers (88 percent) possessed five or more years of work experience. A large percentage of both part-time (50 percent) and full-time (62 percent) adult instructors possessed eleven or more years of work experience.

Frequency distributions contained in Table 23 indicate that nearly 70 percent of the part-time teachers held post-high school degrees (associates or above), while only 51 percent of the full-time teachers held a post-high school degree. Approximately one-fifth of the part-time teachers held a masters degree, while a slightly lower percentage of the full-time teachers had earned a masters degree. A small percentage of part-time and full-time adult instructors (12.6 and 6.1, respectively) had completed less than one year of post-high school education.

Table 24 denotes the methods adult instructors used to update

Table 21

Frequency and Percentage Distribution
of Teaching Status by Service Area of Adult Instructors

Teaching Status	Agricultural Education		Business & Office Education		Distributive Education		Home Economics Education		Trade & Industrial Education		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	0	0	6	40.0	1	6.7	0	0	8	53.3	15	100
Full-time	3	6.4	8	17.0	1	2.1	3	6.4	32	68.1	47	100

Table 22

Frequency and Percentage Distribution of Teaching Status by Years of Work Experience of Adult Instructors

Teaching Status	Years of Work Experience											
	1 - 2 years		3 - 4 years		5 - 6 years		7 - 8 years		11+ years		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	2	12.5	1	6.2	3	18.8	2	12.5	8	50.0	16	100
Full-time	2	4.0	4	8.0	3	6.0	10	20.0	31	62.0	50	100

Table 23

Frequency and Percentage Distribution of Teaching Status by Post-High School Education of Adult Instructors

Teaching Status	Post-High School Education															
	None		Less than 1 year		2-3 years		4 years		Associates Degree		Bachelors Degree		Masters Degree		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	1	6.3	1	6.3	2	12.4	1	6.3	1	6.3	7	43.6	3	18.8	16	100
Full-time	1	2.0	2	4.1	11	22.4	10	20.4	3	6.3	15	30.6	7	14.2	49	100

Table 24

Frequency and Percentage Distribution of Teaching Status by Method Adult Instructors Use to Update Instructional Skills

Teaching Status	Method of Updating Instructional Skills													
	Attend college or university classes		Attend school sponsored inservice workshops		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	3	18.8	5	31.3	4	25.0	2	12.5	1	6.2	1	6.2	16	100
Full-time	20	40.9	9	18.4	8	16.3	6	12.2	3	6.1	3	6.1	49	100

their instructional skills. Part-time instructors reported that school sponsored inservice programs were the most frequently utilized method of updating instructional skills. Another one-fourth of the part-time teachers updated their instructional skills through exchanging ideas with other instructors. However, the primary method of instructional skill updating most often reported by full-time instructors was attending college or university classes. Other major methods included attending school sponsored inservice programs (18.4 percent) and exchanging ideas with other teachers (16.3 percent).

Adult instructors were also asked to indicate the primary method they used to update their occupational skills. Data included in Table 25 indicate that over 1/3 of the part-time instructors updated their occupational skills through the exchange of ideas and techniques with other instructors. The most frequently utilized methods of updating occupational skills for the full-time instructors were reading professional trade publications and exchanging ideas and techniques with other instructors.

Inferential statistics were used to determine what statistically significant relationships, if any, existed between variables included in the instructor portion of the study.

The Chi square test for independence was used to analyze the evidence of association between teaching status and the manner in which adult instructors became aware of their present teaching position. Data are presented in Table 26. A Chi square value of 11.99 ($p < .10$) revealed significant variability between part-time and full-time

Table 25

Frequency and Percentage Distribution of Teaching Status
by Method Adult Instructors Use to Update Occupational Skills

Teaching Status	Method of Updating Occupational Skills																	
	Attend college or university classes		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Work in trade area during summer		Work after school hours in trade area		Attend manufacturers/ suppliers workshops		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	2	12.5	6	37.4	1	6.3	2	12.5	2	12.5	1	6.3	2	12.5	0	0.0	16	100
Full-time	6	12.5	9	18.8	5	10.4	13	27.1	0	0.0	6	12.5	5	10.4	4	8.3	48	100

Table 26

Chi Square of Teaching Status by Manner in which Adult Instructors Became Aware of Their Present Teaching Position

Teaching Status	Recruitment Method													
	Newspaper ad		Applied for position		Contacted by school personnel		College placement office		Heard about job from friend		Already teaching secondary program		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	0	0.0	5	31.3	7	43.7	0	0.0	4	25.0	0	0.0	0	0.0	16	100
Full-time	2	4.1	2	4.1	29	59.1	1	2.0	9	18.4	4	8.2	2	4.1	49	100

$X^2 = 11.99$

$p < .10$

instructors according to the methods by which they became aware of their present teaching position. A Cramer's V statistic, which describes the apparent strength of statistical association between nominal variables, revealed a moderate degree of relationship.

Table 27 presents the computed Chi square values, which demonstrate the dependence of involvement in various course development activities upon teaching status. Chi square values indicated significant variability between teaching status and involvement in:

1. job placement of adult students
2. coordination of courses with local employers
3. completion of adult student follow-up surveys, and
4. work with advisory committees.

Part-time teachers tended to exercise different (lower) levels of involvement than full-time teachers in these four course development activities.

Pearson Product Moment correlation coefficients were also computed. Results revealed a moderate degree of association between teaching status and involvement in the following activities, indicating a tendency toward a higher level of involvement by full-time teachers:

1. job placement of adult students ($r = .36$)
2. coordination of courses with local employers ($r = .31$), and
3. work with advisory committees ($r = .37$).

A low relationship ($r = .29$) was found between teaching status and completing follow-up surveys of adult students. Negligible association was shown between teaching status and involvement in:

Table 27

Chi Square Values and Pearson Correlation Coefficients of Teaching Status by Adult Instructor Involvement in Various Course Development Activities

Course Development Activities	χ^2	r
Assist in job placement of adult students	9.614**	.36
Recruitment of adult students	.313	.00
Coordinate courses with local employers	7.498*	.31
Visit local employers to assess training needs	2.201	.15
Work with local employers to develop adult curriculum	1.228	.10
Counsel adults concerning employment training needs	3.419	.04
Complete follow-up surveys of adult students	7.687*	.29
Work with advisory committees	13.246**	.37

*$p < .10$

**$p < .05$

1. recruitment of adult students

2. visiting employers to assess training needs, and

3. counseling adults.

Part-time and full-time teachers tended to exercise similar levels of involvement in these three activities.

Frequency and percentage distribution data contained in Appendix F allow a closer examination of the part-time and full-time instructors' levels of involvement in each course development activity.

Adult instructors provided data to indicate the percent of classroom time spent using four selected teaching methods or activities. Table 28 presents the Chi square values and correlation coefficients.

Significant Chi square values indicated variability between teaching status and use of two of the classroom activities: lecture and supervision of individual project work or co-op training experiences. These values revealed that teacher use of these activities was dependent to some degree upon their teaching status. A Pearson correlation coefficient of .29 signified a low relationship between teaching status and supervision of project work or co-op training experiences, indicating that full-time teachers tended to use this class activity a greater percentage of classroom time than part-time teachers. Correlation coefficients indicated low association between teaching status and use of the remaining three activities; part-time and full-time teachers used classroom lecture, small group demonstrations, and individual demonstrations in similar amounts in their classes.

Data contained in Appendix G provide the actual number of

Table 28

Chi Square Values and Pearson Correlation Coefficients of Teaching Status by Percent of Time Adult Instructors Spent in Various Class Teaching Activities

Class Teaching Activity	x^2	r
Classroom Lecture	12.578*	.12
Small Group Demonstration	6.765	.12
Individual Demonstration	10.359	.11
Supervising Individuals Working on Projects or at Co-op Training Stations	13.553*	.29

*p < .10

part-time and full-time teachers using the four activities and the percent of time spent in each activity.

The primary method teachers used to update occupational skills was examined by service area (see Table 29). Significant variability ($x^2 = 38.06$, $p < .10$) was found. The primary method of updating occupational skills was dependent to some degree upon the service area in which the teacher worked. However, these results should be examined with caution due to the unequal number of teachers in the service areas and the large number of teachers providing data in the trade and industrial education service area. Business and office education teachers tended to update their occupational skills through college classes and the exchange of ideas with other instructors. Although trade and industrial education teachers used a variety of methods, the largest percentage of them (28.9 percent) read trade publications related to their occupational area as the primary method of updating their occupational skills.

Adult instructors in each service area listed the number of years of work experience they had attained. Table 30 presents the data, which through a Chi square test revealed significant variability among the levels of the two variables. In addition, a Pearson correlation coefficient of .31 indicated a moderate relationship between service area and years of work experience. Trade and industrial education teachers tended to have accumulated a greater number of years of work experience. However, this result may have again been influenced by the large number of trade and industrial education teachers providing data.

Table 29

Chi Square of Service Area by Method Adult Instructors Use to Update Occupational Skills

Service Area	Method of Updating Occupational Skills																	
	Attend college or university classes		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Work in trade area during summer		Work after school hours in trade area		Attend manufacturers/ suppliers workshops		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0	3	100
Business and Office Education	6	35.3	5	29.3	1	5.9	1	5.9	1	5.9	2	11.8	1	5.9	0	0.0	17	100
Distributive Education	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	2	100
Home Economics Education	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100
Trade and Industrial Education	6	13.3	9	20.0	4	8.9	13	28.9	2	4.4	3	6.7	4	8.9	4	8.9	45	100

$\chi^2 = 38.06$

$p < .10$

Table 30

Chi Square of Service Area by
Years of Work Experience of Adult Instructors

Service Area	Years of Work Experience										Totals	
	1 - 2 years		3 - 4 years		5 - 6 years		7 - 8 years		11+ years			
	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	1	100
Business and Office Education	4	22.2	2	11.1	3	16.7	4	22.2	5	27.8	18	100
Distributive Education	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	2	100
Home Economics Education	0	0.0	1	33.3	0	0.0	0	0.0	2	66.7	3	100
Trade and Industrial Education	2	4.4	1	2.2	3	6.7	7	15.6	32	71.1	45	100

$x^2 = 24.77$

$p < .10$

All responding teachers in agricultural education had at least eleven years of work experience. Teachers in the business and office education service area were evenly dispersed on this variable. Seventy-one percent of the trade and industrial education teachers had eleven or more years of work experience.

Table 31 presents the Chi square values which test the dependence of involvement in various course development activities upon service area of the instructor. Significant variability was shown between service area and level of involvement in recruiting adult students. Levels of instructor involvement in this activity tended to vary according to the instructor's service area with agricultural education instructors constituting the highest percentage of instructors reporting occasional or constant involvement.

Pearson correlation coefficients are also displayed in Table 31. A positive moderate relationship was found between service area and level of involvement in:

1. coordinating courses with local employers
2. visiting local employers to assess training needs, and
3. working with local employers to develop adult curricula.

In addition, a low degree of association was found between service area and involvement in job placement of adults, follow-up surveys of adults, and work with advisory committees. Data contained in Appendix H illustrate the level of involvement in each of the eight course development activities according to service area.

Table 32 includes data that describe the number of years of post-high school education of the adult instructors in each service area.

Table 31

Chi Square Values and Pearson Correlation Coefficients of Service Area by Adult Instructor Involvement in Various Course Development Activities

Course Development Activities	χ^2	r
Assist in job placement of adult students	12.562	.21
Recruitment of adult students	18.911*	.05
Coordinate courses with local employers	14.411	.31
Visit local employers to assess training needs	15.541	.32
Work with local employers to develop adult curriculum	15.427	.30
Counsel adults concerning employment training needs	15.163	.08
Complete follow-up surveys of adult students	11.292	.11
Work with advisory committees	11.838	.15

*$p < .10$

Table 32

Frequency and Percentage Distribution of Service Area by Post-High School Education of Adult Instructors

Service Area	Post-High School Education															
	None		Less than 1 year		2-3 years		4 years		Associates		Bachelors		Masters		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	3	100
Business and Office Education	0	0.0	0	0.0	1	5.6	2	11.1	2	11.1	10	55.5	3	16.7	18	100
Distributive Education	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	2	100
Home Economics Education	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	1	33.4	3	100
Trade and Industrial Education	3	6.8	3	6.8	14	31.8	9	20.5	4	9.1	7	15.9	4	9.1	44	100

All three of the agricultural education adult instructors and both of the distributive education instructors responding held a bachelors or masters degree. Nearly three-fourths of the business and office education instructors had earned at least a bachelors degree. All three of the home economics education adult instructors had completed four or more years of post-high school education, but only two had received a college degree. The number of years of education beyond high school for the trade and industrial education teachers was widely varied. Only one-fourth of the teachers in this service area held bachelors or masters degrees. A few (6.8 percent) of the trade and industrial education teachers reported no education beyond high school, while nearly one-third reported they had completed two to three years of post-high school education.

Participating adult instructors in each service area were asked to identify the primary method they used to update their instructional skills. Data in Table 33 indicate that a majority (61.1 percent) of the business and office education teachers updated these skills by attending college or university classes. Over one-third of the trade and industrial education teachers also reported that attending college classes was their primary method of updating instructional skills, while about one-fourth reported their primary method was attending school sponsored inservice workshops.

Adult instructors in each of the five service areas provided data concerning the manner in which they became aware of their present teaching position. Data presented in Table 34 indicate that over one-half of the business and office education adult instructors were

Table 33

Frequency and Percentage Distribution of Service Area by Method Adult Instructors Use to Update Instructional Skills

Service Area	Method of Updating Instructional Skills													
	Attend college or university classes		Attend school sponsored inservice workshops		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	1	33.3	0	0.0	1	33.3	1	33.4	0	0.0	0	0.0	3	100
Business and Office Education	11	61.1	3	16.6	1	5.6	2	11.1	1	5.6	0	0.0	18	100
Distributive Education	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100
Home Economics Education	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	3	100
Trade and Industrial Education	16	35.6	11	24.4	7	15.5	4	8.9	3	6.7	4	8.9	45	100

Table 34

Frequency and Percentage Distribution of Service Area by Manner in Which Adult Instructors Became Aware of Their Present Teaching Position

Service Area	Recruitment Method																	
	Newspaper ad		Applied for position		Contacted by school personnel		College placement office		Heard about job from friend		Already teaching secondary program		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100
Business and Office Education	0	0.0	3	16.7	10	55.5	1	5.6	2	11.1	2	11.1	0	0.0	18	100
Distributive Education	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100
Home Economics Education	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	1	33.4	0	0.0	3	100
Trade and Industrial Education	2	4.4	4	8.9	26	57.9	0	0.0	10	22.2	1	2.2	2	4.4	45	100

contacted by school personnel, as were all three of the agricultural education teachers responding. Likewise, over one-half of the trade and industrial teachers learned of their present position by being contacted by school personnel. However, nearly one-fourth of the teachers in this service area heard about their jobs from a friend.

Adult instructors in the five service areas were asked to indicate the percent of class time they used lecture, small group and individual demonstrations, and supervision of students on project work or at co-op training stations. Chi square tests of independence revealed no significant variability between service area and use of these teaching activities. However, a Pearson correlation coefficient of .38 indicated a moderate positive relationship between service area and use of individual demonstrations. In addition, a low level of association between service area and use of classroom lecture and supervision of individual project or co-op training experiences was shown (see Table 35). Tables 36 through 39 contain the data that describe the level of use of each of the four teaching activities by teachers in the five service areas.

Table 36 denotes that all three of the agricultural education instructors reported using the lecture method only ten percent of the time in their classrooms. Although slightly over one-half of the business and office education teachers also reported using lectures ten percent of their class time, widely varying percentages of use of this method were reported. Similarly, the trade and industrial education teachers reported wide variation in the use of the lecture method. However, over 70 percent indicated they lectured 10 to 30 percent of

Table 35

Chi Square Values and Pearson Correlation Coefficients of Service Area by Percent of Time Adult Instructors Spent in Various Class Teaching Activities

Class Teaching Activities	χ^2	r
Classroom Lecture	35.359	.18
Small Group Demonstration	23.052	.04
Individual Demonstration	25.857	.38
Supervising Individuals Working on Projects or at Co-op Training Stations	29.949	.11

Table 36

Frequency and Percentage Distribution of Service Area by Percent of Time Adult Instructors Spent in Classroom Lecture

Service Area	Percent of Time														Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100
Business and Office Education	1	5.9	9	52.8	2	11.8	1	5.9	2	11.8	0	0.0	2	11.8	17	100
Distributive Education	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	2	100
Home Economics Education	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	1	33.4	3	100
Trade and Industrial Education	1	2.3	9	20.5	11	25.0	11	25.0	7	15.8	4	9.1	1	2.3	44	100

their class time.

Data describing use of small group instruction are presented in Table 37. Two of the three agricultural education adult instructors used small group demonstrations ten percent or less of the class time, while one used this teaching activity 50 percent of the class time. Over one-half of the business and office education teachers used small group demonstrations 10 to 20 percent of their class time. The remaining business and office teachers reported varying percentages of use, ranging up to 50 percent. Only two distributive education teachers responded to this item: one used small group demonstrations ten percent of the time and the other 30 percent. Both home economics adult instructors usage of this teaching activity was included in the 40 to 50 percent range. Percent of use of small group demonstrations by trade and industrial instructors ranged from five percent to over 60 percent. However, a large majority (75 percent) of these teachers fell into the 10 to 30 percent categories of use of small group demonstrations.

Table 38 contains frequency and percentage data describing the percent of time spent by adult instructors using individual demonstrations. With the exception of one agricultural education instructor who used this activity over 60 percent of the time, all agricultural, distributive, and home economics education adult instructors reported using individual demonstrations 30 percent or less of the time. Over 40 percent of the business and office education teachers used individual demonstrations 40 percent or more of their class time. The most frequently reported percent of use of individual demonstrations by trade

Table 37

Frequency and Percentage Distribution of Service Area by
Percent of Time Adult Instructors Spent in Small Group Demonstrations

Service Area	Percent of Time														Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	1	33.4	0	0.0	3	100
Business and Office Education	1	6.7	4	26.7	4	26.7	1	6.7	3	20.0	2	13.2	0	0.0	15	100
Distributive Education	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	2	100
Home Economics Education	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	2	100
Trade and Industrial Education	3	7.5	11	27.5	13	32.5	6	15.0	4	10.0	1	2.5	2	5.0	40	100

Table 38

Frequency and Percentage Distribution of Service Area by Percent of Time Adult Instructors Spent in Individual Demonstrations

Service Area	Percent of Time														Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	2	66.7	0	0.0	0	0.0	0	0.0	1	33.3	3	100
Business and Office Education	0	0.0	3	17.6	3	17.6	4	23.5	1	5.9	2	11.9	4	23.5	17	100
Distributive Education	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100
Home Economics Education	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	2	100
Trade and Industrial Education	3	7.7	11	28.2	14	35.8	4	10.3	4	10.3	2	5.1	1	2.6	39	100

and industrial education teachers was 20 percent. Over one-half of these teachers used individual demonstrations 10 to 20 percent of their class time.

The percent of time adult instructors spent supervising individuals working on projects or located at co-op training stations is presented in Table 39. Nearly two-thirds of the business and office education teachers participated in this teaching activity 50 percent or more of their class time. In addition, nearly two-thirds of the trade and industrial education adult instructors supervised individuals working on projects or at co-op training stations 40 percent or more of the time.

Table 40 depicts the relationship between work experience and post-high school education of the adult instructors. The computed Chi square value revealed significant variability between years of work experience and amount of post-high school education. In addition, a Pearson correlation coefficient of .33 indicated a moderate positive relationship between the two variables. An increase in the number of years of work experience tended to be associated with a greater amount of post-high school education of the adult instructors.

Data were analyzed to investigate the relationship between years of work experience and involvement of adult instructors in various course development activities. Table 41 contains the Chi square values and correlation coefficients that describe these relationships. The computed Chi square value showed significant variability between assisting in job placement of adults and work experience of instructors. No significant Chi square values were found between work experience and

Table 39

Frequency and Percentage Distribution of Service Area by Percent of Time Adult Instructors Spent in Supervising Individuals Working on Projects or at Co-op Training Stations

Service Area	Percent of Time														Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	2	100
Business and Office Education	1	7.1	1	7.1	1	7.1	2	14.5	0	0.0	3	21.4	6	42.8	14	100
Distributive Education	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	100
Home Economics Education	0	0.0	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0	3	100
Trade and Industrial Education	0	0.0	5	11.6	7	16.3	3	7.0	10	23.3	8	18.5	10	23.3	43	100

Table 40

Chi Square of Work Experience by
Post-High School Education of Adult Instructors

Years of Work Experience	Post-High School Education													
	None		Less than 1 year		2-3 years		4 years		Associates		Bachelors		Masters		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1 - 2 years	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	3	50.0	2	33.3	6	100
3 - 4 years	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0	0	0.0	5	100
5 - 6 years	1	14.3	1	14.3	0	0.0	1	14.3	0	0.0	2	28.5	2	28.6	7	100
7 - 8 years	0	0.0	1	8.3	1	8.3	1	8.3	3	25.1	6	50.0	0	0.0	12	100
11+ years	2	4.5	1	2.3	14	31.8	11	25.0	1	2.3	8	18.2	7	15.9	44	100

$x^2 = 38.40$

$p < .10$

Table 41

Chi Square Values and Pearson Correlation Coefficients of Work Experience by Adult Instructor Involvement in Various Course Development Activities

Course Development Activities	χ^2	r
Assist in job placement of adult students	23.714*	.14
Recruitment of adult students	9.344	.12
Coordinate courses with local employers	12.172	.17
Visit local employers to assess training needs	10.791	.55
Work with local employers to develop adult curriculum	8.817	.15
Counsel adults concerning employment training courses	9.627	.17
Complete follow-up surveys of adult students	15.562	.03
Work with advisory committees	12.109	.11

*$p < .05$

involvement in the other course development activities. However, a Pearson correlation coefficient of .55 revealed a substantial positive relationship between adult instructors' years of work experience and the extent of their efforts to visit local employers to assess training needs. Frequency and percentage distributions that describe adult instructors' involvement in each of the course development activities according to their years of work experience are presented in Appendix I.

Table 42 includes Chi square values and correlation coefficients describing relationships between work experience and adult instructors' use of four selected teaching activities. Results showed significant variability between adult instructors' years of work experience and percent of time they used:

1. classroom lecture
2. individual demonstration, and
3. supervision of students working on projects or at co-op training stations.

In addition, a moderate positive correlation coefficient of .32 indicated that adult instructors with more years of work experience tended to use individual demonstrations a greater percent of their class time. A low association was found between years of work experience and frequency of use of classroom lecture. Frequency and percentage distributions describing the use of each of the four teaching activities according to the instructors' years of work experience are presented in Appendix J.

Adult instructors' primary method of updating their instructional skills according to their years of work experience may be examined in Table 43. Of the six instructors with one to two years of work

Table 42

Chi Square Values and Pearson Correlation Coefficients of Work Experience by Percent of Time Adult Instructors Spent in Various Class Teaching Activities

Class Teaching Activities	χ^2	r
Classroom Lecture	42.313**	.24
Small Group Demonstration	17.601	.03
Individual Demonstration	45.681*	.32
Supervising Individuals Working on Projects or at Co-op Training Stations	44.762*	.05

*p < .10

**p < .05

Table 43

Frequency and Percentage Distribution of Work Experience by Method Adult Instructors Use to Update Instructional Skills

Years of Work Experience	Method of Updating Instructional Skills											
	Attend college or university classes		Attend school sponsored inservice workshops		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1 - 2 years	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	0	0.0	6	100
3 - 4 years	2	40.0	1	20.0	1	20.0	1	20.0	0	0.0	0	0.0	5	100
5 - 6 years	4	57.1	1	14.3	1	14.3	0	0.0	1	14.3	0	0.0	7	100
7 - 8 years	6	54.5	1	9.1	1	9.1	2	18.2	0	0.0	1	9.1	11	100
11+ years	13	28.9	13	28.9	8	17.7	5	11.1	3	6.7	3	6.7	45	100

experience, three updated their instructional skills by attending college classes, two by attending school sponsored inservice workshops, and one by exchanging ideas with other instructors. Over one-half of the instructors with five to six years and seven to eight years of work experience updated their instructional skills through college classes. Instructors with eleven or more years of work experience used a variety of methods of updating their instructional skills: thirteen enrolled in college classes, thirteen attended school sponsored in-service workshops, eight exchanged ideas with other instructors, eight read professional teacher or trade publications, and three used some other method to update their instructional skills.

Primary methods of updating occupational skills were also examined according to the instructors' years of work experience (see Table 44). One-half of the instructors with one to two years and 40 percent of those with three to four years of work experience updated their occupational skills through the exchange of ideas with other instructors. Three of the seven instructors with five to six years of work experience read trade publications to update their occupational skills. Instructors with seven to eight years of work experience were widely scattered in their primary method of updating occupational skills. Over one-fourth of the instructors with eleven or more years of work experience exchanged ideas with other instructors as their primary method of updating occupational skills.

Table 45 describes the manner in which adult instructors became aware of their present teaching position. In all work experience categories the most frequently reported manner was contact by school personnel.

Table 44

Frequency and Percentage Distribution of Work Experience
by Method Adult Instructors Use to Update Occupational Skills

Years of Work Experience	Method of Updating Occupational Skills																			
	Attend college or university classes		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Work in trade area during summer		Work after school hours in trade area		Attend manufacturers/ suppliers workshops		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1 - 2 years	2	33.3	3	50.0	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	6	100
3 - 4 years	1	20.0	2	40.0	0	0.0	1	20.0	0	0.0	0	0.0	1	20.0	0	0.0	5	100
5 - 6 years	0	0.0	1	14.3	1	14.3	3	42.8	2	28.6	0	0.0	0	0.0	0	0.0	7	100
7 - 8 years	3	27.2	1	9.1	1	9.1	2	18.2	0	0.0	2	18.2	0	0.0	2	18.2	11	100
11+ years	6	13.6	12	27.3	4	9.1	8	18.2	1	2.3	5	11.4	6	13.6	2	4.5	44	100

Table 45

Frequency and Percentage Distribution of Work Experience by Manner in Which Adult Instructors Became Aware of Their Present Teaching Position

Years of Work Experience	Recruitment Method															
	Newspaper ad		Applied for position		Contacted by school personnel		College placement office		Heard about job from friend		Already teaching secondary program		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1 - 2 years	0	0.0	1	16.7	3	49.9	1	16.7	1	16.7	0	0.0	0	0.0	6	100
3 - 4 years	0	0.0	1	20.0	2	40.0	0	0.0	2	40.0	0	0.0	0	0.0	5	100
5 - 6 years	0	0.0	2	28.6	3	42.8	0	0.0	2	28.6	0	0.0	0	0.0	7	100
7 - 8 years	0	0.0	1	9.1	5	45.4	0	0.0	3	27.3	2	18.2	0	0.0	11	100
11+ years	2	4.4	3	6.7	29	64.5	0	0.0	6	13.3	3	6.7	2	4.4	45	100

Table 46 contains the Chi square values and correlation coefficients calculated to describe the association of amount of post-high school education with instructors' involvement in course development activities. Results revealed significant variability among post-high school education and working with local employers to assess training needs. A low association was found between post-high school education and level of involvement in adult student job placement and working with employers to assess training needs and develop the adult curriculum. Frequency and percentage distributions presented in Appendix K describe the levels of involvement in each of the eight course development activities according to the post-high school education of the adult instructors and show that those with greater amounts of post-high school education tended to indicate higher levels of involvement in course development activities.

Methods of updating instructional skills were also examined by post-high school education (see Table 47). Results indicated that nearly two-thirds of the non-degree adult instructors enrolled in college classes or school sponsored inservice workshops as the primary method of updating their instructional skills. A large majority of instructors with an associates degree updated their instructional skills by attending college classes.

Those instructors holding bachelors and masters degrees used many methods to update their instructional skills: over 40 percent attended college classes, nearly 20 percent participated in school sponsored inservice workshops, and nearly 20 percent exchanged ideas with other

Table 46

Chi Square Values and Pearson Correlation Coefficients of Post-High School Education by Adult Instructor Involvement in Various Course Development Activities

Course Development Activities	χ^2	r
Assist in job placement of adult students	24.834	.24
Recruitment of adult students	18.334	.04
Coordinate courses with local employers	15.729	.08
Visit local employers to assess training needs	17.512	.14
Work with local employers to develop adult curriculum	26.043*	.17
Counsel adults concerning employment training needs	17.443	.07
Complete follow-up surveys of adult students	15.180	.08
Work with advisory committees	20.669	.09

*$p < .10$

Table 47

Frequency and Percentage Distribution of Post-High School Education by Method Adult Instructors Use to Update Instructional Skills

Post-High School Education	Method of Updating Instructional Skills											
	Attend college or university classes		Attend school sponsored inservice workshops		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	3	100
Less than one year	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	3	100
2 - 3 years	6	40.0	3	20.0	2	13.3	2	13.3	0	0.0	2	13.4	15	100
4 years	2	15.4	7	53.8	2	15.4	1	7.7	0	0.0	1	7.7	13	100
Associates degree	5	83.3	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	6	100
Bachelors degree	9	40.9	4	18.2	4	18.2	3	13.7	1	4.5	1	4.5	22	100
Masters degree	4	36.4	1	9.1	3	27.2	1	9.1	2	18.2	0	0.0	11	100

instructors. Over one-third of the teachers with masters degrees updated their instructional skills by attending college classes. In addition, over one-fourth exchanged ideas with other instructors to update their instructional skills, while nearly 20 percent read trade publications for the same purpose.

Table 48 describes the reported use of methods of updating occupational skills for instructors with various levels of post-high school education. Teachers with less than one year of post-high school education used the following methods to update their occupational skills: attended college classes, read trade publications, worked in the trade area during the summer, and attended manufacturers' workshops. Although teachers with two to three years of post-high school education used several methods to update their occupational skills, over one-fourth used the exchange of ideas with other instructors as their primary method. An equal percentage (30.8) of instructors with four years of education after high school exchanged ideas with other instructors and read trade publications related to their occupational area as their primary method of updating occupational skills. Over one-third of the teachers holding bachelors degrees updated their occupational skills primarily through the exchange of ideas with other instructors. Close to one-fifth of the teachers with masters degrees reported using each of the following as their primary method of updating occupational skills:

1. exchanged ideas with other instructors
2. read trade publications related to their occupational area
3. read professional teacher publications, and
4. attended manufacturer/supplier workshops.

Table 48

Frequency and Percentage Distribution of Post-High School Education by Method Adult Instructors Use to Update Occupational Skills

Post-High School Education	Method of Updating Occupational Skills																	
	Attend college or university classes		Exchange ideas with other instructors		Read professional teacher publications		Read professional trade publications		Work in trade area during summer		Work after school hours in trade area		Attend manufacturers/ suppliers workshops		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	1	33.3	0	0.0	0	0.0	1	33.3	1	33.4	0	0.0	0	0.0	0	0.0	3	100
Less than one year	1	33.3	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	1	33.4	0	0.0	3	100
2 - 3 years	2	13.3	4	26.6	1	6.7	2	13.3	1	6.7	1	6.7	1	6.7	3	20.0	15	100
4 years	1	7.7	4	30.8	1	7.7	4	30.8	0	0.0	2	15.3	1	7.7	0	0.0	13	100
Associates degree	3	50.0	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0	0	0.0	1	16.7	6	100
Bachelors degree	3	14.3	8	38.1	2	9.5	3	14.3	0	0.0	3	14.3	2	9.5	0	0.0	21	100
Masters degree	1	9.1	2	18.2	2	18.2	2	18.2	1	9.1	1	9.1	2	18.1	0	0.0	11	100

Adult instructors with various amounts of post-high school education reported the manner in which they became aware of their present teaching position (see Table 49). A large majority of the non-degree-holding teachers learned of their position through contact by school personnel. One-third of the teachers having associates degrees learned of their position through personal contact by school personnel. Another one-third of the instructors with associates degrees heard about their teaching positions from a friend. The final one-third learned of their position while they were already teaching in a secondary program. Over 40 percent of the adult instructors with bachelors and masters degrees were contacted by school personnel concerning their present teaching position. Nearly one-third of the teachers with bachelors degrees learned of the position from a friend. Over one-fourth of the adult instructors with masters degrees were already secondary teachers and knew of the adult teaching opportunity due to program expansion and development.

Chi square values and Pearson correlation coefficients were calculated to determine the association between post-high school education level of adult instructors and the extent to which instructors utilized four selected teaching activities. Results in Table 50 revealed significant variability among the instructors' post-high school education and the percent of time they used small group demonstrations in their classes. Frequency and percentage distributions for each of the four teaching activities are presented in Appendix L.

Table 49

Frequency and Percentage Distribution of Post-High School Education by Manner in Which Adult Instructors Became Aware of Their Present Teaching Position

Post-High School Education	Recruitment Method																	
	Newspaper ad		Applied for position		Contacted by school personnel		College placement office		Heard about job from friend		Already teaching secondary program		Other		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	3	100
Less than one year	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	3	100
2 - 3 years	0	0.0	1	6.7	10	66.6	0	0.0	3	20.0	0	0.0	1	6.7	15	100
4 years	1	7.7	0	0.0	11	84.6	0	0.0	1	7.7	0	0.0	0	0.0	13	100
Associates degree	0	0.0	0	0.0	2	33.3	0	0.0	2	33.3	2	33.4	0	0.0	6	100
Bachelors degree	0	0.0	4	18.3	9	40.9	1	4.5	7	31.8	0	0.0	1	4.5	22	100
Masters degree	1	9.1	1	9.1	5	45.4	0	0.0	1	9.1	3	27.3	0	0.0	11	100

Table 50

Chi Square Values and Pearson Correlation Coefficients of Post-High School Education by Percent of Time Adult Instructors Spent in Various Class Teaching Activities

Class Teaching Activities	χ^2	r
Classroom Lecture	31.353	.06
Small Group Demonstration	49.507*	.11
Individual Demonstration	39.196	.11
Supervising Individuals Working on Projects or at Co-op Training Stations	51.110	.01

$p < .10$

EMPLOYER DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

Information concerning adult vocational education programs was obtained from a random sample of employers stratified by type of program. A survey instrument (Appendix C) and cover letter (Appendix D) were mailed to employers purposefully identified by the planning districts as being involved in adult vocational education programs. In order to increase response rates, a second instrument and cover letter (Appendix E) were mailed to nonrespondents. Sixteen usable survey instruments were received. The following data were obtained from those employers responding to the survey instrument.

Fifty percent or more of the employers have made the following incentives available to improve employees' skills through vocational/technical courses:

1. reimbursing employees for tuition, texts and other fees related to classes, and
2. providing employees release time from work to attend classes.

In addition, seven of the sixteen employers responding stated that promotions are based, in part, on the successful completion of vocational/technical classes.

The most frequent activity indicated by employers as being conducted cooperatively between employers and the vocational/technical school was the use of employer facilities as a classroom or laboratory. Other cooperative activities reported by more than one-third of the employers include:

1. course content cooperatively developed between employer and vocational/technical school

2. materials and supplies have been donated to the vocational/technical school

3. employer recommended vocational/technical instructor for course, and

4. employer has agreed to provide a training station for cooperative education activities.

A majority of employers reacting to a list of employee training activities believed the following activities should be initiated by the vocational/technical school:

1. skill development courses provided on the job site

2. short length employment training workshops (1 or 2 days) provided for employees

3. management and supervisory classes and workshops

4. skill training of new employees

5. upgrading employment skills of older employees

6. vocational/technical school counselors help assess employee training needs

7. vocational/technical school placement counselors recommend and screen job applicants, and

8. vocational instructors and administrators visit your business or trade area to identify current training needs of employees.

In addition, a majority of the employers indicated the following employee training activities have been initiated by the vocational/technical school:

1. short length employment training workshops (1 or 2 days) provided for employees

2. reading, writing, and math courses are provided along with skill development courses

3. management and supervisory classes and workshops

4. skill training of prospective employees

5. upgrading the employment skills of older employees

6. vocational/technical school counselors help assess employee training needs

7. vocational/technical school placement counselors recommend and screen job applicants, and

8. vocational instructors and administrators visit your business or trade area to identify current training needs of employees.

Some discrepancies existed between the employers' ratings of training activities that should be initiated and those that have been initiated by the vocational/technical school. While 66 percent of the responding employers believed the school should initiate skill development courses on the job site, only 45 percent indicated that this activity had been performed by the school. Regarding providing skill training for new employees, 73 percent of the responding employers indicated it should be initiated, and 50 percent indicated it had not been initiated.

The activities which a majority of the responding employers believed should not have been initiated by the vocational/technical school were (1) providing reading, writing, and math along with skill development courses and (2) skill training of prospective employees. However, 75 percent of the employers reported that the vocational/technical school had initiated the incorporation of reading, writing, and math courses along with skill development training. In addition, 60 percent of the employers indicated that skill training of prospective employees had been initiated by the vocational/technical school.

LITERATURE SEARCH

An extensive review of the current literature on exemplary adult vocational education programs was performed. The Mechanized Information Center at The Ohio State University made it economically feasible to thoroughly search the entire ERIC system and the related behavioral science areas. Over 150 potential references were identified through the ERIC search, but only the projects described in this literature review were directly related to adult vocational education exemplary programs. Although many exemplary programs worthy of study may exist across the United States, the review of literature revealed an extremely limited amount of written documentation. The majority of the literature on adult vocational education described research results, career education exploration and orientation programs, and one-time pilot projects. Very little information was found regarding program policies and practices of exemplary adult vocational education programs. The annotated bibliography summarizes existing reports of adult vocational education exemplary programs which are believed to be appropriate to describing true innovations of an exemplary nature to the Ohio Advisory Council on Vocational Education.

Marshall, Martha. A Model for a School - Community Based Adult Education Program. Arkansas State Department of Education, Little Rock, Arkansas, ERIC Document ED 159403, 1978.

The purpose of this project was to develop a model adult education program as an integral part of the public school system that would provide training and/or skill upgrading for adults in vocational education.

The Cabot School District in Cabot, Arkansas was the site of implementation. The district hired an adult education coordinator to oversee the two year effort. The following objectives were satisfactorily achieved:

1. develop a model plan for conducting adult vocational education for use in small or medium-sized rural school districts
2. develop and disseminate a booklet containing a step by step process for planning, implementing, and evaluating adult programs.
3. coordinate the adult class schedules with community affairs activities through the development and dissemination of a school community activity calendar
4. establish a vocational education advisory council
5. develop and administer instruments to assess the quality of the program
6. provide adult instruction based on the needs of the community as determined by responses to surveys administered to individuals and businesses, and
7. establish an improved school-community relationship.

The implications for policy and practice in Ohio resulting from this project would be principally from Objective One wherein adult vocational education is described for schools of small and medium size. Practices described might enable the encouragement of adult vocational education to be conducted in schools other than just vocational schools.

While this Ohio Advisory Council for Vocational Education project did not attempt to discern differences by school type, a pervasive opinion seems to exist that many smaller schools have not taken advantage of the many opportunities afforded by adult education.

Brewer, Norma. Competency Based Adult Vocational Education: Two Models for Future Growth. (proceedings of a National Invitational Workshop on Competency Based Adult Education), Austin, Texas, ERIC Document ED 174765, 1978.

The two adult vocational education projects were developed in Alabama. The first was developed by Auburn University in 1978 and was called the CBAVE (Competency Based Adult Vocational Education) project. It was based on the premise that job success is dependent upon both job related skills and general life-coping skills. The primary function of the CBAVE project was to develop a model to infuse general life-coping skills into the vocational curriculum. Sixty-four such skills were included in the project.

The PAVE (Performance Based Adult Vocational Education) project was designed to develop an adult competency based education program using a research-based instructional systems design and to assess the application of VTECS (Vocational Technical Education Consortium of States) curriculum materials. The effort involved 39 instructors and 400 adults. Evaluation of the project from both groups was very positive. The use of certain VTECS catalogs was found to be successful in the adult classes.

Although many schools in this Ohio Advisory Council for Vocational Education study utilize competency based education, some beneficial implications for practice may be derived from VTECS materials.

Brower, Sally, and others. Case Studies of Vocational Education - CETA Coordination: A State of the Art Report. Bureau of Occupational and Adult Education, Washington, D.C., ERIC Document ED 185377, 1980.

This document reports results of a nationwide study designed to

identify and analyze exemplary mechanisms for facilitating coordination of vocational education and eligible prime sponsors. Included in this document are 111 case studies of programs demonstrating exemplary coordination mechanisms. These case studies are divided into three sections:

1. coordinated vocational education - Title IV programs
2. coordinated vocational education - CETA programs, and
3. coordinated programs between vocational education and other training and employment service providers.

Descriptions of the case studies include title, location, agency, prime sponsor, funding, contact person, overview of the program, and a brief description of the program activities.

Policies and practices from this nationwide study which aid in establishing an interface between CETA and vocational education could prove to be productive for Ohio schools.

Russell, Earl B., and others. Competency Based Adult Vocational Education Programs: A National Survey. The National Center for Research in Vocational Education, Columbus, Ohio, 1978.

Results of the national survey indicated that when compared to the overall scope of adult vocational education, competency based adult vocational education programs are practically non-existent. The study suggests that the following practices are especially important in effective competency based adult vocational instruction:

1. learners are pre-assessed upon entry to determine their skills and objectives to be achieved, rather than all learners studying the same objectives
2. instruction is segmented into manageable units, each containing related job skills

3. each learner is allowed to proceed to subsequent instruction as performance objectives are met

4. instruction offers learning alternatives

5. if the learner does not achieve the objective, a different method of instruction is provided or suggested

6. learner performance is recorded as each objective is achieved

7. greater emphasis is placed upon exit requirements (proficiency) than upon entrance requirements, and

8. criterion - referenced evaluation is used.

Ten site visits were made to exemplary competency based adult vocational education programs in eight different states. A brief description of each site; including location, contact person, school description, program description, curriculum and instructional materials used, staff training in competency based education, and program strengths and limitations is included in the report.

Examination of the open-entry/open-exit nature of the competency based education system could suggest policy and practices for adult vocational education in Ohio to provide even greater flexibility in meeting the needs of students.

Granger, James, and others (ed.). Abstracts of Selected Cooperative Adult Education Programs. The National Center for Research in Vocational Education, Columbus, Ohio, 1975.

This publication contains abstracts of twenty-nine cooperative adult education programs at twenty-nine different sites. These programs were selected from a list of 108 cooperative adult education programs identified by program directors as meeting the parameters listed on the following page.

1. Programs must be cooperative between a private business, industry or group of industries and a state affiliated educational agency such as a local school, a community college or state department.

2. The cooperative arrangement may be formal or informal, but the result must have both organizations contributing one or more of the following: direct funding, participant or teacher release time, intensive planning, facilities, equipment or materials.

3. The program must be primarily for participants who are adults (i.e. over 16 and assuming adult roles) who have less than a high school education and who are not enrolled in a full or part-time traditional diploma-seeking program.

4. The program may include any one or more of the following areas: job skill training, basic education, computational skills, writing, reading, speaking or English as a second language.

Each abstract contains the following information about the cooperative adult education programs identified:

1. cooperating parties and their locations
2. type of cooperative activity
3. purpose of the program
4. demographic information of participants
5. brief program overview
6. program needs assessment procedures
7. setting of program objectives
8. program staffing
9. procedures and materials used
10. pre-planning of the program
11. funding and materials
12. program administration
13. job placement
14. communication efforts between the cooperating parties

15. program evaluation

16. student recruitment and selection

17. counseling services, and

18. other program related activities.

Moore, Allen B. (ed.). Case Studies of Selected Cooperative Adult Education Programs. The National Center for Research in Vocational Education, Columbus, Ohio, 1975.

This publication provides a case study review of five cooperative adult education programs selected from the twenty-nine programs listed in Abstracts of Selected Cooperative Adult Education Programs. The information contained in the report was obtained through a two to three day on-site visitation of the five selected programs. The adult programs were conducted as a joint effort between an industry and a state affiliated agency. In the five selected programs the state affiliated agencies included two community colleges, two public school systems, and one state department of education. A very detailed description of each of the five cooperative adult education programs is given. The case studies follow the outline listed below:

1. cooperating agencies

2. program purpose

3. background information

4. roles and responsibilities of each cooperating agency

5. participant reaction

6. concern related information such as administration, staffing, funding and evaluation

7. additional information and unique features, and

8. members of the on-site visitation team.

Cooperative arrangements with business and industry is the theme for the two preceding citations. While the consortia arrangement being implemented in Onio may aid in overcoming any currently existing shortcomings in cooperative arrangements, these descriptions may suggest some policies and procedures that can be beneficial to Ohio. They should be examined within the context of the current study being funded by the Ohio Advisory Council for Vocational Education on consortia.

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER STUDY

CONCLUSIONS

The purpose of this study was to identify policies and practices which have led to the success of exemplary programs in adult vocational education in Ohio. Data were collected from adult vocational education personnel, students, and employers located in the five exemplary planning districts reviewed in the study. Examination of the findings presented in the previous section provided a basis for the following conclusions.

*** All planning districts had a full-time supervisor/director responsible for adult programs, and employed both full-time and part-time adult vocational education instructors. In addition, short-term hourly and long-term full-time adult vocational programs were offered in each district.

*** Responsibilities of administrators of adult vocational education programs in each planning district do not encompass secondary programs. Some supervisors of adult vocational education are assigned responsibilities by geographical location while others are assigned responsibilities by program type or service area (e.g., CETA program or trade and industrial education).

*** A separate budget for adult vocational education is developed and implemented in each planning district.

*** In each planning district the adult vocational education budget must be approved by the board of education.

*** Each planning district utilizes craft advisory committees for each adult vocational education program. The districts also have a general

advisory committee for the entire adult vocational education program.

*** Each planning district cited using activities to expand and develop their adult vocational education programs as:

1. having total support from the superintendent and board of education
2. having the monetary funds to support the program and the diversity of funding sources
3. having high quality instructors that are positive and seek constant improvement, and
4. the receptivity of business and industry, as well as private community members to the total adult education program.

*** The reputation developed by the adult program is essential to its success.

*** Each planning district has both formal and informal methods of evaluating adult vocational education programs. Factors considered in evaluation include job placement rate of graduates, enrollment figures, student evaluation of course content and instructor, and student attrition rates from the programs.

*** All planning districts cooperate with local business and industry by

1. providing training programs for employees both in the school and at the business location, and
2. developing programs specifically for a certain business or industry.

*** All planning districts cooperate extensively with community agencies

such as the Bureau of Vocational Rehabilitation, Veteran's Administration, Welfare Services, and CETA.

*** In each planning district organized efforts to cooperate with area community colleges and technical schools is limited.

*** Each planning district supports the efforts of the newly established VEPD consortia. Utilization of the VEPD consortia may help improve communications and increase the awareness and knowledge of local vocational training programs.

*** The board of education must approve candidates for adult vocational education teaching positions. Applicants are interviewed by the director/supervisor of adult vocational education, who recommends one candidate for final approval.

*** Over one-half of the adult instructors learned of their present teaching position by being personally contacted by school personnel or administrators. Part-time and full-time teachers varied in the method by which they became aware of their present teaching position. Full-time teachers most often became aware of their teaching position through contact made by school personnel. However, three major recruitment methods (submitted application, contacted by school personnel, heard about position from a friend) served as the part-time teachers' source of information about their teaching position.

*** Adult instructors' salaries in each planning district are based upon the same salary schedule as secondary instructors and are adopted by the board of education. In most districts part-time adult instructors received an hourly wage, while full-time adult instructors received a salary. In one district all adult instructors received an hourly wage.

Three-fourths of the responding adult instructors were employed on a full-time basis.

*** Less than one-half of all instructors held a bachelors degree. Nearly 70 percent of the part-time teachers and over 50 percent of the full-time teachers held post-high school degrees (associates or above).

*** While 75 to 100 percent of the teachers in agriculture, home economics, business and office, and distributive education had earned at least a bachelors degree, only one-fourth of the trade and industrial education teachers held a bachelors or masters degree.

*** Instructors with a greater number of years of work experience had completed more years of post-high school education.

*** Adult instructors had accumulated a considerable number of years of related work experience. Nearly two-thirds had over ten years and another one-fourth had five to ten years.

*** Significant variation existed in the number of years of work experience of the adult instructors according to their service area. As a whole, trade and industrial education instructors had accumulated more years of work experience than teachers in other service areas.

*** A very high percentage (over 80 percent) of both part-time and full-time instructors possessed five or more years of work experience. At least one-half of both part-time and full-time instructors possessed eleven or more years of work experience.

*** Two-thirds of the adult instructors had used competency based education curricula in their adult classes. Nearly all instructors who used competency based education curricula believed it was an effective adult strategy.

*** Lecture, small group and individual demonstrations were utilized by most instructors only a small portion of their classroom time. Supervising individuals working on projects or at co-op training stations was the most often used teaching activity or method.

*** The extent to which adult instructors used small group demonstrations in their classrooms varied according to the number of years of post-high school education they had completed.

*** Teachers in all service areas used classroom lecture, small group and individual demonstrations, and supervision of individuals working on projects or at co-op training stations a similar percentage of their class time.

*** Instructors with more years of work experience used classroom lecture and individual demonstrations a greater percentage of time in their classes. Patterns of project and co-op training supervision of individuals also varied according to the number of years of work experience of the instructors.

*** Full-time teachers spent a greater percent of time supervising individuals working on projects or at co-op training stations. Full-time teachers also spent a greater percentage of their classroom time lecturing than part-time teachers.

*** It appears that adult instructors are involved in course development activities on a limited basis. However, qualitative data gathered in the study leads to the conclusion that these course development activities are being conducted by administrative and support personnel.

*** From a list of eight course development activities, adult instructors were more heavily involved in the job placement of adult students.

Full-time teachers were more heavily involved than part-time teachers in:

1. job placement of adult students
2. coordination of courses with local employers
3. completion of adult student follow-up surveys, and
4. work with advisory committees.

*** Instructors with lesser amounts of post-high school education exercised higher levels of involvement in course development activities such as recruitment of adult students and work with local employers to develop the adult curriculum.

*** Adult instructors with more years of work experience were more heavily involved in visiting local employers to assess training needs and placing adult students in jobs.

*** Involvement in recruiting adult students varied according to service area with agricultural education instructors being more heavily involved in this activity.

*** Adult instructors updated their instructional skills primarily by attending college classes and school sponsored inservice workshops. Part-time instructors reported that school sponsored inservice programs were the most frequently utilized method of updating instructional skills. The primary method used by full-time instructors was attending college or university classes.

*** Non-degree holding instructors placed a greater emphasis on participation in school sponsored inservice workshops as the primary method of updating instructional skills than instructors holding post-high school degrees.

*** Adult instructors updated their occupational skills primarily by exchanging ideas and techniques with other instructors, reading trade publications, and attending college classes. Part-time instructors most frequently reported the exchange of ideas and techniques with other instructors as the primary method of updating their occupational skills. The most frequently utilized method of updating occupational skills for the full-time instructors was reading professional trade publications.

*** The method of updating occupational skills depended upon the teacher's service area. For example, business and office education teachers primarily used the exchange of ideas and techniques with other instructors, while trade and industrial education instructors read trade publications as their primary means of updating occupational skills.

*** The two planning districts located in urban areas offer courses in the following service areas:

1. Business and Office Education
2. Distributive Education
3. Home Economics Education, and
4. Trade and Industrial Education.

The two planning districts located in suburban areas and the planning district located in a rural area offer courses in agricultural education, in addition to the service areas listed above. Therefore, training programs which meet only local training needs are being conducted.

*** Recruitment methods in the planning districts include:

1. direct mailing of brochures
2. radio and television spot announcements
3. newspaper ads
4. mimeographed fliers
5. promotion by program instructors, and
6. word of mouth.

*** Each district requires that students enrolled in adult vocational education programs be at least 16 years old and not enrolled in a regular secondary school program.

*** The major reasons given by adult students for attending vocational/technical classes were to improve job skills and to prepare for a career or job change. The factor that most often influenced adult students to attend vocational/technical classes was a felt, personal need for job skill improvement.

*** Adult students generally planned to complete two or less total courses to accomplish their educational goals.

*** About one-half of the adult students were enrolled during daytime hours (8:00 AM to 4:00 PM).

*** About two-thirds of the adult students were enrolled on a full-time basis. Attending classes on a part-time basis influenced about one-fourth of the students in their decision to enroll full-time.

*** Two-thirds of the adult students were unemployed at the time the study was conducted, a finding which may not be typical of adult vocational education in general. The number of full-time adult students (two-thirds of the students responding) may account for the large number of unemployed students (66.3 percent). However this relationship cannot

be established from collected data.

*** About one-third of the adult students paid all of their tuition costs, while about two-thirds of the students received employer or other support for all of their tuition costs. About 60 percent did not pay any of the program costs.

*** Counseling and assessment is provided for adult students in each planning district. However, the type and amount of counseling varies from district to district. In the rural planning district no counselors are specifically assigned to adult students. Adults must visit counselors during the day at the secondary program site. In the other districts counselors are available to work specifically with adult students. Two of the districts operate assessment centers for adult students. Four of the five districts have a placement coordinator working with adults on at least a part-time basis.

*** Four of every ten adult students received counseling assistance with course selection decisions. All students who received course counseling felt it was beneficial. Nearly two-thirds of the adult students not visiting a counselor expressed the desire to have received this assistance.

*** Over one-half of the employers have reimbursed employees for tuition and other course costs and have provided employees release time from work to attend vocational/technical classes as incentives to improve employees' skills.

*** The most frequent activity indicated by employers as being conducted cooperatively between employers and the vocational/technical school was the use of employer facilities as a classroom or laboratory.

*** From a list of ten employment training activities, a majority of employers believed that eight of these ten activities should be initiated by the vocational/technical school. In addition, a majority of the employers indicated that the vocational/technical school had initiated six of the eight activities employers believed the school should initiate. Therefore, the vocational/technical schools were generally providing the employment training activities deemed appropriate by employers.

RECOMMENDATIONS

Based upon the findings of the study and conclusions summarized above, the following recommendations were formulated:

*** Adult vocational education programs should have a delivery system which is administered totally separate from the secondary school program.

*** Every planning district should have a full-time adult vocational edu .tion supervisor whose responsibilities involve only adult programs (no secondary responsibilities).

*** Adult vocational education program budgets should be developed and implemented separately from the secondary program.

*** A variety of recruitment efforts, including brochures, newspaper and radio advertisements, should be used to attract adults into the vocational education programs.

*** Coordination with other training and community agencies, such as CETA, Veteran's Administration, Bureau of Vocational Rehabilitation, et cetera, should be conducted.

*** There should be more cooperation between public adult vocational education programs and post-secondary community colleges and technical schools in the coordination of vocational training programs.

*** Craft and general advisory committees should be an active element of the adult vocational education programs.

*** Adult vocational education programs should be subject to formal evaluation procedures on an annual basis.

*** Urban districts should conduct a feasibility study to determine the need for instruction in Agribusiness.

*** School districts should provide counselors to assist adult vocational education students in selecting their courses.

*** Planning districts should hire both full-time and part-time instructors to coordinate both short-term hourly and long-term full-time adult programs. School districts should hire adult instructors on a full-time basis when justified by enrollments.

*** Since potential adult instructors are commonly contacted personally about teaching positions, school personnel should develop a systematic procedure for identifying potential teachers.

*** Adult instructors should have obtained a post-high school degree. There should be a greater percentage of adult instructors with college degrees. Teachers in the trade and industrial service area should be encouraged to pursue an advanced degree.

*** Planning districts should conduct school sponsored inservice workshops and provide adult teachers the opportunity to attend college or university classes as a means of updating teachers' instructional skills.

*** Adult instructors should be encouraged to become more involved in course development activities such as recruitment, working with advisory committees, etc. Support staff should assist instructors in these activities. Part-time teachers should be encouraged to become more heavily involved in course development activities such as job placement of adult students and coordination of courses with local employers.

*** Adult instructors should be encouraged to use small group and individual demonstrations a greater percent of their classroom time. Expertise in using these techniques could be developed in school sponsored workshops and inservice activities. Part-time teachers should

be encouraged to spend a greater percent of their time supervising individuals working on projects or at co-op training stations.

*** Adult instructors should have occupational work experience in the field in which they are teaching.

*** Instructors with fewer years of work experience should be more heavily involved in visiting local employers to assess training needs and placing adult students in jobs.

*** Instructors with a higher level of post-high school education should be more heavily involved in recruitment of adult students and working with local employers to develop the adult curriculum.

*** School districts should cooperate with local business and industry in providing employee training programs deemed appropriate by local employers.

*** Adult vocational education programs should incorporate the latest industry trends and skills into their teaching efforts, since the improvement of job skills is a major reason adult students cite for enrolling and would impact upon the reputation of the program.

*** Vocational education planning districts should work with local employers in activities such as

1 - use of employer facilities as a classroom or laboratory, and

2 - development of course curriculum.

IMPLICATIONS FOR FURTHER STUDY

This was a descriptive study. To the reader this should denote that the study has explored and described the procedures and policies of exemplary adult vocational education programs in Ohio. No cause and effect implications should be drawn in terms of generalizing the results of the research.

The study describes the procedures followed and the policies utilized by exemplary programs in Ohio, and should be read within this context. The results can suggest to the reader procedures and policies that, if followed, may contribute to the development of an outstanding program.

The results may illustrate to the reader that the selection process led to the identification of planning districts which were active in developing working relationships with agencies outside vocational education. In short, those that had established programs with CETA, Vocational Rehabilitation, etc., were those that tended to be identified as exemplary.

Comparison cannot be drawn with what might epitomize a theoretically ideal adult vocational education program. Suffice it to note, as has been done nationally and statewide, that the potential enrollment in adult vocational education has not been tapped, even in the identified programs. The potential for growth continues to be great.

The larger context of the total adult vocational education effort in Ohio poses some implications for further study, some of which result from unanswered questions in this study.

Further research is suggested to address:

1. The differential aspects of procedures and policies between exemplary programs and other adult vocational education programs.

2. The functional utility of general and specific (craft) advisory councils at the local level.

3. Models to encourage the establishment of cooperative educational arrangements between vocational education and other government agencies and programs.

4. The perceptions of the nonparticipating public of adult vocational education.

5. Avocational instruction through vocational programs to meet the needs of the public.

Appendices A - L

Appendix A

Adult Student Survey Instrument

ADULT STUDENTS

1. WHAT IS YOUR PRIMARY GOAL IN ATTENDING VOCATIONAL/TECHNICAL COURSES AT THIS SCHOOL? (CHECK ONE) (1)
   1. ( ) IMPROVE EXISTING JOB SKILLS
   2. ( ) PREPARE TO CHANGE JOBS OR CAREERS
   3. ( ) PREPARE FOR MY FIRST JOB
   4. ( ) PURSUE PERSONAL OR HOBBIE INTERESTS
   5. ( ) COMPLETE APPRENTICESHIP REQUIREMENTS
   6. ( ) OTHER: _____ (2)

2. HOW DO YOU EXPECT TO ACCOMPLISH THIS GOAL AT THIS SCHOOL? (CHECK ONE)
   1. ( ) COMPLETE ONLY ONE COURSE/TRIMESTER/SEMESTER
   2. ( ) COMPLETE TWO COURSES TRIMESTERS/SEMESTERS
   3. ( ) COMPLETE THREE COURSES TRIMESTERS/SEMESTERS
   4. ( ) COMPLETE FOUR COURSES TRIMESTER/SEMESTERS

3. WHAT INFLUENCED YOU TO ATTEND VOCATIONAL/TECHNICAL CLASSES AT THIS SCHOOL? CIRCLE THE DEGREE TO WHICH THE FOLLOWING ITEMS INFLUENCED YOUR ATTENDANCE.

	NOT APPLICABLE NO INFLUENCE	LITTLE INFLUENCE	SUBSTANTIAL INFLUENCE	GREAT INFLUENCE	
SAW A NEWSPAPER AD	1	2	3	4	(3)
RECEIVED SCHOOL PAMPHLET LISTING COURSES	1	2	3	4	(4)
A FRIEND RECOMMENDED THE PROGRAM	1	2	3	4	(5)
EMPLOYER REQUIRED ATTENDANCE	1	2	3	4	(6)
SAW A T.V. AD	1	2	3	4	(7)
FELT A PERSONAL NEED FOR JOB SKILL IMPROVEMENT	1	2	3	4	(8)
WANTED TO IMPROVE JOB SKILLS TO GET A PROMOTION	1	2	3	4	(9)
C.E.T.A. OR SOME OTHER GOVERNMENT SPONSORED PROGRAM PAID SALARY, TUITION AND FEES	1	2	3	4	(10)
SCHOOL HAS A REPUTATION FOR HAVING QUALITY COURSES AND GOOD INSTRUCTORS	1	2	3	4	(11)
INSTRUCTOR CONTACTED ME PRIOR TO COURSE	1	2	3	4	(12)
COMMUNITY ORGANIZATION RECOMMENDED THE COURSE	1	2	3	4	(13)
A NOTICE WAS POSTED WHERE I WORK	1	2	3	4	(14)
COURSE IS NEEDED TO KEEP PRESENT JOB	1	2	3	4	(15)
CLASS HOURS FIT MY SCHEDULE	1	2	3	4	(16)
NO OTHER SCHOOL WITHIN REASONABLE DRIVING DISTANCE OFFERED THIS COURSE	1	2	3	4	(17)
WANTED TO SOCIALIZE WITH OTHER PEOPLE	1	2	3	4	(18)
EMPLOYER PAID ALL OR PART OF THE COURSE COSTS	1	2	3	4	(19)
EMPLOYER PROVIDED RELEASE TIME FROM WORK TO ATTEND CLASSES	1	2	3	4	(20)
EMPLOYER PAYED ME FOR THE TIME I SPENT IN CLASS IN ADDITION TO MY NORMAL SALARY/WAGE	1	2	3	4	(21)
TUITION AND FEES WERE REASONABLY PRICED	1	2	3	4	(22)

OTHER INFLUENCE: (PLEASE DESCRIBE) _____ (23)

CONTINUED ON BACK SIDE

4. ARE YOU CURRENTLY EMPLOYED? _____ YES _____ NO (24)

HOURS PER WEEK YOU ARE EMPLOYED? (CHECK ONE) (25)
1. ( ) 0-20 HOURS
2. ( ) OVER 21 HOURS

5. WHEN DO YOU GENERALLY ATTEND CLASSES? (CHECK ONE) (26)
1. ( ) DAY (BETWEEN 8:00 AND 4:00 P.M.)
2. ( ) EVENINGS (4:00 P.M. TO 11:00 P.M.)
3. ( ) WEEKENDS (SATURDAY/SUNDAY)

6. DO YOU ATTEND CLASSES ON A FULL-TIME BASIS (15 HOURS/WEEK OR MORE)? (27)
( ) YES ( ) NO
(IF YES ANSWER THE QUESTION BELOW) (IF NO GO TO QUESTION 7)

DID ATTENDING ON A PART-TIME BASIS INFLUENCE YOU TO EXPAND YOUR CLASS/LABORATORY TIME TO THE FULL-TIME STATUS? (28)
( ) YES ( ) NO

7. HAVE YOU TALKED WITH A COUNSELOR AT THE SCHOOL CONCERNING THE COURSES YOU MIGHT TAKE? (29)
( ) YES ( ) NO
(IF YES ANSWER THE QUESTION BELOW (IF NO ANSWER THE QUESTION BELOW)

WAS THE COUNSELING BENEFICIAL TO YOU IN SELECTING COURSES AND PLANNING YOUR EDUCATION? (30)
( ) YES

WOULD YOU LIKE TO TALK WITH A COUNSELOR CONCERNING THE COURSES YOU MIGHT TAKE?
( ) NO

8. WHAT PERCENTAGE OF COURSE COSTS ARE YOU PAYING? (CIRCLE ONLY ONE PERCENTAGE). (31)

0%	25%	50%	75%	100%
1.	2.	3.	4.	5.

Appendix B

Adult Instructor Survey Instrument

INSTRUCTOR

1. How many hours per week do you teach? (1)
   1. ( ) 14 hours or less
   2. ( ) 15 hours or more

2. Please check the service area your course is offered under: (2)

   1. ( ) Agriculture
   2. ( ) Business and Office
   3. ( ) Distributive Education
   4. ( ) Home Economics
   5. ( ) Trade and Industrial

3. Indicate below the number of years of work experience you have in the area you are teaching? (check one) (3)

   1. ( ) None
   2. ( ) Less than 1 year
   3. ( ) 1 to 2 years
   4. ( ) 3 to 4 years
   5. ( ) 5 to 6 years
   6. ( ) 7 to 8 years
   7. ( ) 11+ years

4. Indicate below the number of years of post-high school education or degree program you have completed related to the subject(s) you are teaching? (Check one) (4)

   1. ( ) None
   2. ( ) Less than 1 year
   3. ( ) 2 to 3 years
   4. ( ) 4 years
   5. ( ) Associate Degree
   6. ( ) Bachelor's Degree
   7. ( ) Master's Degree

5. Please indicate the extent to which you are involved in the activities listed below? Circle the number.

	No Involvement	Very Little Involvement	Occasional Involvement	Constant Involvement	
Assist in job placement of adult vocational education students	1	2	3	4	(5)
Recruitment of adult vocational education students	1	2	3	4	(6)
Coordinate courses with local employers	1	2	3	4	(7)
Visit local employers to assess training needs	1	2	3	4	(8)
Work with local employers to develop adult vocational education curriculum	1	2	3	4	(9)
Counsel with adults concerning employment training courses they should take	1	2	3	4	(10)
Complete follow-up surveys of adult vocational education students	1	2	3	4	(11)
Work with advisory committees	1	2	3	4	(12)

CONTINUED ON BACK SIDE

6. INDICATE BELOW THE PRIMARY METHOD YOU USE TO UPDATE YOUR INSTRUCTIONAL SKILLS. (CHECK ONE) (13)

1. ( ) ATTEND COLLEGE OR UNIVERSITY CLASSES.
2. ( ) ATTEND SCHOOL SPONSORED IN-SERVICE PROGRAM/COURSES/ WORKSHOPS.
3. ( ) EXCHANGING IDEAS WITH OTHER INSTRUCTORS.
4. ( ) READ PROFESSIONAL TEACHER PUBLICATIONS (VOC. ED. MAG, SCHOOL SHOP, ETC . . .)
5. ( ) READ PROFESSIONAL TRADE PUBLICATIONS
6. ( ) OTHER: _____

7. INDICATE BELOW THE PRIMARY METHOD YOU USE TO UPDATE YOUR TRADE OR OCCUPATIONAL SKILLS. (CHECK ONE) (14)

1. ( ) ATTEND COLLEGE OR UNIVERSITY CLASSES.
2. ( ) EXCHANGE IDEAS AND TECHNIQUES WITH OTHER INSTRUCTORS,
3. ( ) READ PROFESSIONAL TEACHER PUBLICATIONS (VOC. ED. MAG, SCHOOL SHOP, ETC . . .)
4. ( ) READ PROFESSIONAL TRADE PUBLICATIONS RELATED TO YOUR AREA.
5. ( ) WORK IN THE TRADE AREA DURING THE SUMMER.
6. ( ) WORK PART-TIME AFTER SCHOOL HOURS IN THE TRADE AREA.
7. ( ) ATTEND MANUFACTURERS/SUPPLIERS WORKSHOPS.
8. OTHER: _____

8. HAVE YOU TAUGHT ADULT VOCATIONAL CLASSES USING A COMPETENCY BASED CURRICULUM? (15)

1. ( ) YES 2. ( ) NO

DO YOU FEEL THIS WAS AN EFFECTIVE METHOD FOR TEACHING ADULTS? (16)

1. ( ) YES 2. ( ) NO

9. HAVE YOU USED OR REFERRED TO THE "HEART OF INSTRUCTION" SERIES TO HELP IMPROVE YOUR TEACHING TECHNIQUES? (17)

1. ( ) YES 2. ( ) NO

10. HOW DID YOU FIND OUT ABOUT YOUR ADULT VOCATIONAL EDUCATION TEACHING POSITION AT THIS SCHOOL? (CHECK ONE) (18)

1. ( ) NEWSPAPER AD.
2. ( ) APPLIED FOR A POSITION PRIOR TO KNOWING OF THE OPENING.
3. ( ) CONTACTED BY SCHOOL PERSONNEL (TEACHER OR ADMINISTRATOR).
4. ( ) STATE EMPLOYMENT SERVICE REFERRED ME.
5. ( ) COLLEGE PLACEMENT OFFICE LISTED JOB.
6. ( ) HEARD ABOUT THE JOB FROM A FRIEND.
7. ( ) PRIVATE PERSONNEL SERVICE REFERRED ME.
8. ( ) ALREADY TEACHING SECONDARY PROGRAM AND KNEW OF PROGRAM DEVELOPMENT.
9. OTHER: _____

11. CIRCLE THE PERCENTAGE (%) OF TIME YOU SPEND INVOLVED IN EACH OF THE FOLLOWING CLASS ACTIVITIES. TOTAL % MUST ADD UP TO 100%.

CLASSROOM LECTURE	5%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80% +	(19)
SMALL GROUP DEMONSTRATIONS	5%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80% +	(20)
INDIVIDUAL DEMONSTRATIONS	5%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80% +	(21)
SUPERVISING INDIVIDUALS WORKING ON PROJECTS OR AT CO-OP TRAINING STATIONS	5%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80% +	(22)

1 2 3 4 5 6 7 8 9

Appendix C

Employer Survey Instrument

EMPLOYER

1. Please check those activities you have made available to your employees as an incentive to improve their employment skills through vocational/technical courses: (Check as many as apply).

Employees are given release time from work to attend classes ____

Employees are reimbursed for tuition, texts, and other fees related to classes ____

Employees are paid for attending classes ____

Promotions are based, in part, on the successful completion of vocational/technical classes ____

No incentive to attend classes is provided ____

Other: (Please describe) _____

_____

_____

2. Please check those activities that you as an employer and the vocational/technical school have co-operated on or have shared responsibility. (Check as many as apply).

Employer facilities have been used as a classroom or laboratory ____

Vocational/technical instructor salary paid by employer ____

Vocational/technical instructor salary shared by employer and vocational/technical school ____

Employer recommended vocational/technical instructor for course ____

Course content co-operatively developed between employer and vocational/technical school ____

Employer has agreed and supplies a training station for co-operative education activities ____

Apprenticeship-training agreements have been developed with the vocational/technical school ____

Materials and supplies have been donated to the vocational/technical school ____

No co-operative agreements have been made ____

Other: (Please describe) _____

_____

_____

3. Please read each of the activities listed below that the vocational/technical school could perform for your current and/or prospective employees. To the right of each activity check "yes" or "no" depending on whether the activity has been initiated by the vocational/technical school. To the left of each activity check "yes" or "no" if the activity should be initiated by the vocational/technical school.

SHOULD BE INITIATED BY VOCATIONAL/TECHNICAL SCHOOL		EMPLOYEE TRAINING ACTIVITY	HAS BEEN INITIATED BY VOCATIONAL/TECHNICAL SCHOOL	
YES	NO	SKILL DEVELOPMENT COURSES PROVIDED ON THE JOB SITE	YES	NO
YES	NO	SHORT LENGTH EMPLOYMENT TRAINING WORKSHOPS (1 OR 2 DAYS) PROVIDED FOR EMPLOYEES	YES	NO
YES	NO	READING, WRITING, AND MATH COURSES ARE PROVIDED ALONG WITH SKILL DEVELOPMENT COURSES	YES	NO
YES	NO	MANAGEMENT AND SUPERVISORY CLASSES AND WORKSHOPS	YES	NO
YES	NO	SKILL TRAINING OF NEW EMPLOYEES	YES	NO
YES	NO	SKILL TRAINING OF PROSPECTIVE EMPLOYEES	YES	NO
YES	NO	UPGRADING THE EMPLOYMENT SKILLS OF OLDER EMPLOYEES	YES	NO
YES	NO	VOCATIONAL/TECHNICAL SCHOOL COUNSELORS HELP ASSESS EMPLOYEE TRAINING NEEDS	YES	NO
YES	NO	VOCATIONAL/TECHNICAL SCHOOL PLACEMENT COUNSELORS RECOMMEND AND SCREEN JOB APPLICANTS	YES	NO
YES	NO	VOCATIONAL INSTRUCTORS AND ADMINISTRATORS VISIT YOUR BUSINESS OR TRADE AREA TO IDENTIFY CURRENT TRAINING NEEDS OF EMPLOYEES	YES	NO

OTHER: _____

_____

RETURN TO: Dr. Mark D. Harbaugh
Agricultural Administration Building
2120 Fyffe Road, Room 208C
Columbus, Ohio 43210

Appendix D

Letter to Employers

OSU

The Ohio State University

Department of Agricultural Education

208 Agricultural Administration Building
2120 Fyffe Road
Columbus, Ohio 43210

Phone 614 422-6321

May 25, 1981

Dear

Enclosed is a brief survey instrument being sent to you as part of an adult vocational education research project sponsored by the Ohio Advisory Council for Vocational Education.

The questions relate to the vocational/technical school in your area, NAME OF SCHOOL and employment training services provided to your present and/or prospective employees.

Please complete the survey and return it in the addressed, stamped envelope enclosed.

Thank you for your cooperation.

Sincerely,

Dr. Mark D. Harbaugh

MDH/kc

Enclosure

Appendix E

Follow-Up Letter to Employers

OSU

The Ohio State University

Department of Agricultural Education

208 Agricultural
Administration Building
2120 Fyffe Road
Columbus, Ohio 43210

Phone 614 422-6321

July 10, 1981

Dear

The purpose of this follow-up letter is to obtain information from business and industry to improve adult vocational/technical training programs in the State of Ohio. Vocational education needs your input as an employer to assist in establishing policies and practices which will improve adult vocational/technical training programs, and thus, benefit you as an employer.

Your participation in this study will make the data more complete and the results more useful and relevant. The enclosed survey instrument, which was initially mailed in late May, contains questions concerning the vocational/technical school in your geographical area and employment training services provided to your present and/or prospective employees.

Please take a few minutes to respond to the survey and return it in the enclosed envelope by July 24. If you have already completed and returned the survey, please disregard this request and accept my gratitude for your participation and input.

Sincerely,

Susan Osborne
OACVE Project Director

Enclosure

SO/kc

Appendix F

Frequency and Percentage Distribution of Teaching Status by
Adult Instructor Involvement in
Various Course Development Activities

Table 51

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Job Placement of Adult Students

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	8	50.0	2	12.4	3	18.8	3	18.8	16	100
Full-time	7	14.0	7	14.0	12	24.0	24	48.0	50	100

Table 52

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Recruitment of Adult Students

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	6	42.8	4	28.6	2	14.3	2	14.3	14	100
Full-time	23	46.0	11	22.0	9	18.0	7	14.0	50	100

Table 53

Frequency and Percentage Distribution of Teaching Status by
Adult Instructor Involvement in Coordinating Courses with Local Employers

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	10	71.5	1	7.1	1	7.1	2	14.3	14	100
Full-time	16	32.0	4	8.0	15	30.0	15	30.0	50	100

Table 54

Frequency and Percentage Distribution of Teaching Status by
Adult Instructor Involvement in Assessing Training Needs of Local Employers

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	8	50.0	2	12.5	2	12.5	4	25.0	16	100
Full-time	16	32.7	5	10.2	13	26.5	15	30.6	49	100

Table 55

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Working with Local Employers to Develop Adult Vocational Education Curriculum

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	8	50.0	2	12.4	3	18.8	3	18.8	16	100
Full-time	17	34.7	9	18.4	12	24.5	11	22.4	49	100

Table 56

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Counseling Adults Concerning Employment Training Courses

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	4	25.0	4	25.0	6	37.5	2	12.5	16	100
Full-time	17	34.0	6	12.0	13	26.0	14	28.0	50	100

Table 57

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Completing Follow-up Surveys of Adult Students

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	10	62.5	3	18.7	1	6.3	2	12.5	16	100
Full-time	13	26.6	11	22.4	14	28.6	11	22.4	49	100

Table 58

Frequency and Percentage Distribution of Teaching Status by Adult Instructor Involvement in Working with Advisory Committees

Teaching Status	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Part-time	9	56.3	6	37.5	1	6.2	0	0.0	16	100
Full-time	16	32.0	6	12.0	13	26.0	15	30.0	50	100

Appendix G

Frequency and Percentage Distribution of Teaching Status by Percent of Time Adult Instructors Spent in Various Class Teaching Activities

Table 59

Frequency and Percentage Distribution of Teaching Status by Percent of Time Adult Instructors Spent in Classroom Lecture

Teaching Status	Percent of Time Spent in Classroom Lecture													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	2	13.3	6	40.0	3	20.0	1	6.7	0	0.0	1	6.7	2	13.3	15	100
Full-time	0	0.0	14	29.2	11	22.9	12	25.0	6	12.5	2	4.2	3	6.2	48	100

Table 60

Frequency and Percentage Distribution of Teaching Status by Percent of Time Adult Instructors Spent in Small Group Demonstrations

Teaching Status	Percent of Time Spent in Small Group Demonstrations														Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	2	18.2	3	27.3	2	18.2	3	27.3	0	0.0	0	0.0	1	9.0	11	100
Full-time	3	6.7	11	24.4	12	26.7	6	13.3	8	17.8	4	8.9	1	2.2	45	100

Table 61

Frequency and Percentage Distribution of Teaching Status by Percent of Time Adult Instructors Spent in Individual Demonstrations

Teaching Status	Percent of Time Spent in Individual Demonstrations													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	0	0.0	4	30.8	5	38.5	0	0.0	0	0.0	1	7.7	3	23.0	13	100
Full-time	3	6.8	10	22.7	11	25.0	10	22.7	4	9.2	3	6.8	3	6.8	44	100

Table 62

Frequency and Percentage Distribution of Teaching Status by Percent of Time Adult Instructors Spent Supervising Individuals Working on Projects or at Co-op Training Stations

Teaching Status	Percent of Time Spent Supervising Individuals													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Part-time	1	9.1	0	0.0	0	0.0	0	0.0	2	18.2	2	18.2	6	54.5	11	100
Full-time	0	0.0	6	13.3	10	22.2	3	6.7	8	17.8	8	17.8	10	22.2	45	100

Appendix H

Frequency and Percentage Distribution of Service Area by
Adult Instructor Involvement
in Various Course Development Activities

Table 63

Frequency and Percentage Distribution of Service Area by Adult Instructor Involvement in Recruitment of Adult Students

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	1	33.3	0	0.0	1	33.3	1	33.4	3	100
Business & Office Education	10	55.5	3	16.7	3	16.7	2	11.1	18	100
Distributive Education	0	0.0	0	0.0	0	0.0	2	100.0	2	100
Home Economics Education	3	100.0	0	0.0	0	0.0	0	0.0	3	100
Trade & Industrial Education	14	32.6	13	30.2	9	20.9	7	16.3	43	100

Table 64

Frequency and Percentage Distribution of Service Area by Adult Instructor Involvement in Job Placement of Adult Students

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	2	66.7	1	33.4	3	100
Business & Office Education	5	27.8	4	22.2	6	33.3	3	16.7	18	100
Distributive Education	1	50.0	0	0.0	0	0.0	1	50.0	2	100
Home Economics Education	1	33.3	1	33.3	0	0.0	1	33.3	3	100
Trade & Industrial Education	6	13.3	6	13.3	11	24.5	22	48.9	45	100

Table 65

Frequency and Percentage Distribution of Service Area by
Adult Instructor Involvement in Coordinating Courses with Local Employers

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Business & Office Education	12	66.7	1	5.6	4	22.1	1	5.6	13	100
Distributive Education	0	0.0	0	0.0	1	50.0	1	50.0	2	100
Home Economics Education	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Trade & Industrial Education	12	27.9	5	11.6	12	27.9	14	32.6	43	100

Table 66

Frequency and Percentage Distribution of Service Area by
Adult Instructor Involvement in Assessing Training Needs of Local Employers

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Business & Office Education	11	61.1	3	16.7	2	11.1	2	11.1	18	100
Distributive Education	0	0.0	0	0.0	1	50.0	1	50.0	2	100
Home Economics Education	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Trade & Industrial Education	11	25.0	4	9.1	15	34.1	14	31.8	44	100

Table 67

Frequency and Percentage Distribution of Service Area by Adult Instructor Involvement in Working with Local Employers to Develop Adult Vocational Education Curriculum

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Business & Office Education	11	61.1	3	16.7	4	22.2	0	0.0	18	100
Distributive Education	0	0.0	0	0.0	1	50.0	1	50.0	2	100
Home Economics Education	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Trade & Industrial Education	12	27.3	9	20.4	11	25.0	12	27.3	44	100

Table 68

Frequency and Percentage Distribution of Service Area by Adult Instructor Involvement in Counseling Adults Concerning Employment Training Courses

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Business & Office Education	3	16.7	2	11.1	7	38.9	6	33.3	18	100
Distributive Education	0	0.0	1	50.0	1	50.0	0	0.0	2	100
Home Economics Education	3	100.0	0	0.0	0	0.0	0	0.0	3	100
Trade & Industrial Education	13	28.9	7	15.6	14	31.1	11	24.4	45	100

Table 69

Frequency and Percentage Distribution of Service Area by Adult Instructor Involvement in Completing Follow-Up Surveys of Adult Students

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	0	0.0	1	33.3	2	66.7	3	100
Business & Office Education	7	38.8	3	16.7	5	27.8	3	16.7	18	100
Distributive Education	0	0.0	1	50.0	1	50.0	0	0.0	2	100
Home Economics Education	2	66.7	0	0.0		0.0	1	33.3	3	100
Trade & Industrial Education	15	33.3	11	24.4	12	26.7	7	15.6	45	100

Table 70

Frequency and Percentage Distribution of Service Area by
Adult Instructor Involvement in Working With Advisory Committees

Service Area	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
Agricultural Education	0	0.0	1	33.3	1	33.3	1	33.4	3	100
Business & Office Education	9	50.0	5	27.8	3	16.7	1	5.5	18	100
Distributive Education	0	0.0	1	50.0	0	0.0	1	50.0	2	100
Home Economics Education	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Trade & Industrial Education	15	33.3	7	15.6	11	24.4	12	26.7	45	100

Appendix I

Frequency and Percentage Distribution of Work Experience by
Adult Instructor Involvement
in Various Course Development Activities

Table 71

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Job Placement of Adult Students

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	0	0.0	4	66.6	1	16.7	1	16.7	6	100
3-4 years	1	20.0	0	0.0	1	20.0	3	60.0	5	100
5-6 years	4	57.1	1	14.3	0	0.0	2	28.6	7	100
7-8 years	3	25.0	2	16.7	4	33.3	3	25.0	12	100
11+ years	8	17.8	4	8.9	13	28.9	20	44.4	45	100

Table 72

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Recruitment of Adult Students

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	4	66.6	0	0.0	1	16.7	1	16.7	6	100
3-4 years	3	60.0	0	0.0	1	20.0	1	20.0	5	100
5-6 years	5	71.4	1	14.3	0	0.0	1	14.3	7	100
7-8 years	3	27.3	4	36.3	3	27.3	1	9.1	11	100
11+ years	17	38.6	11	25.0	8	18.2	8	18.2	44	100

Table 73

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Coordinating Courses with Local Employers

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	4	66.6	0	0.0	1	16.7	1	16.7	6	100
3-4 years	2	40.0	0	0.0	3	60.0	0	0.0	5	100
5-6 years	5	71.4	0	0.0	1	14.3	1	14.3	7	100
7-8 years	4	36.4	2	18.1	1	9.1	4	36.4	11	100
11+ years	16	36.3	4	9.1	12	27.3	12	27.3	44	100

Table 74

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Assessing Training Needs of Local Employers

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	4	66.6	1	16.7	0	0.0	1	16.7	6	100
3-4 years	2	40.0	0	0.0	2	40.0	1	20.0	5	100
5-6 years	5	71.4	0	0.0	1	14.3	1	14.3	7	100
7-8 years	3	25.0	2	16.7	2	16.7	5	41.6	12	100
11+ years	15	34.1	4	9.1	13	29.5	12	27.3	44	100

Table 75

Frequency and Percentage Distribution of Work Experience by Adult Instructor Involvement in Working with Local Employers to Develop Adult Vocational Education Curriculum

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	4	66.6	0	0.0	1	16.7	1	16.7	6	100
3-4 years	2	40.0	1	20.0	2	40.0	0	0.0	5	100
5-6 years	5	71.4	0	0.0	1	14.3	1	14.3	7	100
7-8 years	3	25.0	3	25.0	3	25.0	3	25.0	12	100
11+ years	16	36.4	8	18.2	10	22.7	10	22.7	44	100

Table 76

Frequency and Percentage Distribution of Work Experience by Adult Instructor Involvement in Counseling Adults Concerning Employment Training Courses

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	0	0.0	2	33.3	1	16.7	3	50.0	6	100
3-4 years	1	20.0	1	20.0	1	20.0	2	40.0	5	100
5-6 years	2	28.6	1	14.3	3	42.8	1	14.3	7	100
7-8 years	5	41.7	0	0.0	4	33.3	3	25.0	12	100
11+ years	16	35.6	6	13.3	13	28.9	10	22.2	45	100

Table 77

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Completing Follow-Up Surveys of Adult Students

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	3	49.9	1	16.7	1	16.7	1	16.7	6	100
3-4 years	1	20.0	0	0.0	1	20.0	3	60.0	5	100
5-6 years	5	71.4	1	14.3	1	14.3	0	0.0	7	100
7-8 years	3	25.0	5	41.6	2	16.7	2	16.7	12	100
11+ years	15	34.1	8	18.2	14	31.8	7	15.9	44	100

Table 78

Frequency and Percentage Distribution of Work Experience
by Adult Instructor Involvement in Working With Advisory Committees

Years of Work Experience	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
1-2 years	2	33.3	3	50.0	0	0.0	1	16.7	6	100
3-4 years	2	40.0	0	0.0	2	40.0	1	20.0	5	100
5-6 years	5	71.4	0	0.0	2	28.6	0	0.0	7	100
7-8 years	4	33.3	3	25.0	2	16.7	3	25.0	12	100
11+ years	16	35.6	8	17.8	10	22.2	11	24.4	45	100

Appendix J

Frequency and Percentage Distribution of Work Experience by
Percent of Time Adult Instructors Spent
in Various Class Teaching Activities

Table 79

Frequency and Percentage Distribution of Work Experience
by Percent of Time Adult Instructors Spent in Classroom Lecture

Years of Work Experience	Percent of Time Spent in Classroom Lecture													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1-2 years	2	33.3	2	33.3	2	33.4	0	0.0	0	0.0	0	0.0	0	0.0	6	100
3-4 years	0	0.0	3	60.0	0	0.0	1	20.0	1	20.0	0	0.0	0	0.0	5	100
5-6 years	0	0.0	2	28.6	0	0.0	1	14.3	3	42.8	0	0.0	1	14.3	7	100
7-8 years	0	0.0	2	20.0	4	40.0	3	30.0	1	10.0	0	0.0	0	0.0	10	100
11+ years	0	0.0	14	31.7	9	20.5	9	20.5	4	9.1	4	9.1	4	9.1	44	100

Table 80

Frequency and Percentage Distribution of Work Experience by Percent of Time Spent in Small Group Demonstrations

Years of Work Experience	Percent of Time Spent in Small Group Demonstrations													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1-2 years	1	20.0	0	0.0	2	40.0	0	0.0	1	20.0	1	20.0	0	0.0	5	100
3-4 years	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	0	0.0	0	0.0	5	100
5-6 years	0	0.0	0	0.0	3	50.0	1	16.7	1	16.7	1	16.6	0	0.0	6	100
7-8 years	0	0.0	3	37.5	2	25.0	1	12.5	0	0.0	1	12.5	1	12.5	8	100
11+ years	3	7.3	13	31.7	9	22.0	7	17.1	6	14.6	2	4.9	1	2.4	41	100

Table 81

Frequency and Percentage Distribution of Work Experience by
Percent of Time Adult Instructors Spent in Individual Demonstrations

Years of Work Experience	Percent of Time Spent in Individual Demonstrations													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1-2 years	0	0.0	0	0.0	1	20.0	1	20.0	1	20.0	0	0.0	2	40.0	5	100
3-4 years	1	20.0	1	20.0	1	20.0	1	20.0	0	0.0	0	0.0	1	20.0	5	100
5-6 years	0	0.0	0	0.0	4	57.1	0	0.0	1	14.3	1	14.3	1	14.3	7	100
7-8 years	0	0.0	2	18.2	5	45.4	1	9.1	0	0.0	2	18.2	1	9.1	11	100
11+ years	2	5.4	13	35.1	9	24.4	7	18.9	3	8.1	1	2.7	2	5.4	37	100

Table 82

Frequency and Percentage Distribution of Work Experience by Percent of Time Adult Instructors Spent Supervising Individuals Working on Projects or at Co-op Training Stations

Years of Work Experience	Percent of Time Spent Supervising Individuals													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1-2 years	1	16.7	0	0.0	0	0.0	1	16.7	1	16.6	0	0.0	3	50.0	6	100
3-4 years	0	0.0	1	20.0	1	20.0	0	0.0	1	20.0	1	20.0	1	20.0	5	100
5-6 years	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	3	60.0	1	20.0	5	100
7-8 years	0	0.0	2	22.2	1	11.1	1	11.1	1	11.1	1	11.1	3	33.4	9	100
11+ years	0	0.0	3	7.5	8	20.0	3	7.5	9	22.5	6	15.0	11	27.5	40	100

Appendix K

Frequency and Percentage Distribution of Post-High School Education
by Adult Instructor Involvement
in Various Course Development Activities

Table 83

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Job Placement of Adult Students

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	1	33.3	0	0.0	0	0.0	2	66.7	3	100
Less than one year	1	33.3	0	0.0	1	33.3	1	33.4	3	100
2 to 3 years	1	6.7	0	0.0	6	40.0	8	53.3	15	100
4 years	1	7.7	5	38.5	0	0.0	7	53.8	13	100
Associates degree	2	33.3	0	0.0	2	33.3	2	33.4	6	100
Bachelors degree	6	26.1	5	21.7	7	30.5	5	21.7	23	100
Masters degree	4	36.4	1	9.1	2	18.1	4	36.4	11	100

Table 84

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Recruitment of Adult Students

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	1	33.3	2	66.7	0	0.0	0	0.0	3	100
Less than one year	0	0.0	1	33.3	1	33.3	1	33.4	3	100
2 to 3 years	5	33.3	6	40.1	2	13.3	2	13.3	15	100
4 years	6	50.0	4	33.4	1	8.3	1	8.3	12	100
Associates degree	2	40.0	0	0.0	2	40.0	1	20.0	5	100
Bachelors degree	12	52.2	3	13.0	4	17.4	4	17.4	23	100
Masters degree	5	45.4	0	0.0	3	27.3	3	27.3	11	100

Table 85

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Coordinating Courses with Local Employers

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Less than one year	2	66.7	0	0.0	0	0.0	1	33.3	3	100
2 to 3 years	3	20.0	3	20.0	6	40.0	3	20.0	16	100
4 years	4	33.3	1	8.4	3	25.0	4	33.3	12	100
Associates degree	1	20.0	0	0.0	1	20.0	3	60.0	5	100
Bachelors degree	11	47.8	2	8.8	5	21.7	5	21.7	23	100
Masters degree	7	63.6	0	0.0	2	18.2	2	18.2	11	100

Table 86

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Assessing Training Needs of Local Employers

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	1	50	0	0.0	1	50	0	0.0	2	100
Less than one year	2	66.7	0	0.0	0	0.0	1	33.3	3	100
2 to 3 years	3	20.0	3	20.0	6	40.0	3	20.0	15	100
4 years	3	23.1	1	7.7	4	30.8	5	38.4	13	100
Associates degree	1	16.7	0	0.0	2	33.3	3	50.0	6	100
Bachelors degree	11	47.8	3	13.0	3	13.0	6	26.2	23	100
Masters degree	7	63.6	0	0.0	2	18.2	2	18.2	11	100

Table 87

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Working With Local Employers to Develop Adult Vocational Education Curriculum

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	1	33.3	1	33.3	0	0.0	1	33.4	3	100
Less than one year	1	33.3	1	33.3	0	0.0	1	33.4	3	100
2 to 3 years	4	28.6	5	35.7	4	28.6	1	7.1	14	100
4 years	2	15.4	2	15.4	3	23.1	6	46.1	13	100
Associates degree	2	33.3	1	16.7	0	0.0	3	50.0	6	100
Bachelors degree	12	52.2	2	8.7	7	30.4	2	8.7	23	100
Masters degree	7	63.6	0	0.0	3	27.3	1	9.1	11	100

Table 88

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Counseling Adults Concerning Employment Training Courses

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Less than one year	1	33.3	1	33.3	1	33.4	0	0.0	3	100
2 to 3 years	3	20.0	3	20.0	5	33.3	4	26.7	15	100
4 years	5	38.5	2	15.4	4	30.7	2	15.4	13	100
Associates degree	1	16.7	0	0.0	0	0.0	5	83.3	6	100
Bachelors degree	7	30.4	3	13.0	7	30.4	6	26.2	23	100
Masters degree	4	36.4	1	9.1	4	36.4	2	18.1	11	100

Table 89

Frequency and Percentage Distribution of Post-High School Education
by Adult Instructor Involvement in Completing Follow-Up Surveys of Adult Students

Post-High School Education	Amount of Involvement									
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement		Totals	
	f	%	f	%	f	%	f	%	f	%
None	2	66.7	0	0.0	0	0.0	1	33.3	3	100
Less than one year	1	33.3	2	66.7	0	0.0	0	0.0	3	100
2 to 3 years	4	26.7	4	26.7	6	40.0	1	6.6	15	100
4 years	4	33.3	3	25.0	4	33.3	1	8.4	12	100
Associates degree	2	33.3	0	0.0	2	33.3	2	33.4	6	100
Bachelors degree	8	34.9	5	21.7	5	21.7	5	21.7	23	100
Masters degree	5	45.5	1	9.1	2	18.2	3	27.2	11	100

Table 90

Frequency and Percentage Distribution of Post-High School Education by Adult Instructor Involvement in Working With Advisory Committees

Post-High School Education	Amount of Involvement								Totals	
	No Involvement		Very Little Involvement		Occasional Involvement		Constant Involvement			
	f	%	f	%	f	%	f	%	f	%
None	2	66.7	0	0.0	1	33.3	0	0.0	3	100
Less than one year	1	33.3	0	0.0	2	66.7	0	0.0	3	100
2 to 3 years	4	26.7	4	26.7	4	26.2	3	20.0	15	100
4 years	4	30.8	1	7.7	2	15.3	6	46.2	13	100
Associates degree	1	16.7	1	16.7	1	16.6	3	50.0	6	100
Bachelors degree	12	52.2	6	26.1	4	17.4	1	4.3	23	100
Masters degree	4	36.4	2	18.2	2	18.2	3	27.2	11	100

Appendix L

Frequency and Percentage Distribution of Post-High School Education
by Percent of Time Adult Instructors Spent
in Various Class Teaching Activities

Table 91

Frequency and Percentage Distribution of Post-High School Education by Percent of Time Adult Instructors Spent in Classroom Lecture

Post-High School Education	Percent of Time Spent in Classroom Lecture													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	3	100
Less than one year	0	0.0	0	0.0	1	33.3	1	33.3	1	33.4	0	0.0	0	0.0	3	100
2 to 3 years	0	0.0	3	20.0	4	26.7	4	26.7	2	13.3	2	13.3	0	0.0	15	100
4 years	0	0.0	4	30.7	2	15.4	3	23.1	3	23.1	1	7.7	0	0.0	13	100
Associates degree	0	0.0	1	16.6	3	50.0	1	16.7	1	16.7	0	0.0	0	0.0	6	100
Bachelors degree	1	5.0	8	40.0	2	10.0	4	20.0	1	5.0	1	5.0	3	15.0	20	100
Masters degree	1	9.1	5	45.4	2	18.2	1	9.1	0	0.0	0	0.0	2	18.2	11	100

Table 92

Frequency and Percentage Distribution of Post-High School Education by Percent of Time Adult Instructors Spent in Small Group Demonstrations

Post-High School Education	Percent of Time Spent in Small Group Demonstrations											
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	0	0.0	2	66.7	0	0.0	0	0.0	0	0.0	1	33.3	3	100
Less than one year	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	2	100
2 to 3 years	2	13.3	4	26.7	7	46.7	0	0.0	2	13.3	0	0.0	0	0.0	15	100
4 years	0	0.0	3	23.0	0	0.0	4	30.8	4	30.8	1	7.7	1	7.7	13	100
Associates degree	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	0	0.0	0	0.0	5	100
Bachelors degree	1	5.9	3	17.6	4	23.5	5	29.5	1	5.9	3	17.6	0	0.0	17	100
Masters degree	1	11.1	4	44.5	3	33.3	0	0.0	1	11.1	0	0.0	0	0.0	9	100

Table 93

Frequency and Percentage Distribution of Post-High School Education by Percent of Time Adult Instructors Spent in Individual Demonstrations

Post-High School Education	Percent of Time Spent in Individual Demonstrations												Totals	
	5%		10%		20%		30%		40%		50%		60+%			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0	1	33.4	0	0.0	3	100
Less than one year	0	0.0	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0	3	100
2 to 3 years	1	7.1	4	28.6	4	28.6	3	21.5	0	0.0	1	7.1	1	7.1	14	100
4 years	0	0.0	5	45.4	1	9.1	2	18.2	2	18.2	1	9.1	0	0.0	11	100
Associates degree	1	16.7	2	33.3	2	33.3	0	0.0	1	16.7	0	0.0	0	0.0	6	100
Bachelors degree	1	5.0	4	20.0	5	25.0	4	20.0	0	0.0	1	5.0	5	25.0	20	100
Masters degree	1	12.5	1	12.5	5	62.5	0	0.0	1	12.5	0	0.0	0	0.0	8	100

Table 94

Frequency and Percentage Distribution of Post-High School Education by Percent of Time Adult Instructors Spent Supervising Individuals Working on Projects or at Co-op Training Stations

Post-High School Education	Percent of Time Spent Supervising Individuals													
	5%		10%		20%		30%		40%		50%		60+%		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
None	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	2	66.7	3	100
Less than one year	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	3	100
2 to 3 years	0	0.0	2	14.3	3	21.4	1	7.1	4	28.6	2	14.3	2	14.3	14	100
4 years	0	0.0	1	7.7	3	23.1	1	7.7	3	23.1	3	23.1	2	15.3	13	100
Associates degree	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	1	16.7	4	66.6	6	100
Bachelors degree	1	6.3	2	12.5	4	25.0	2	12.5	3	18.7	1	6.3	3	18.7	16	100
Masters degree	0	0.0	1	11.1	0	0.0	0	0.0	2	22.2	2	22.2	4	44.5	9	100

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